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ABSTRACT

These 51 case studies are an educational resource to assist practicing and aspiring vocational education administrators. Introductory materials include a description of the format, learning environments and curriculum design, and learner preparation and modalities. Two references and 10 resources are listed. The cases are organized into 12 functional groups: determining institutional direction, goals, and policies; participating in accreditations and evaluations; collaborating with boards, agencies, and organizations; implementing mandated changes and improvements; implementing self-selected changes and improvements; linking with business, industry, and community; enhancing institutional visibility and image; maintaining and improving fiscal posture; securing and improving facilities and equipment; handling crises; resolving staff and student problems; and participating in individual and group discussions. Each functional group contains two levels of narrative evolvement. The first two cases describe an event or situation as it evolves from start to finish and lend themselves to hindsight types of analyses. The remaining cases are "partial" cases that bring the reader to a point in a situation where he/she must consider what went wrong or what difficulty arose and what should be done next. These cases are suitable for developing problem-solving or decision-making skills. Appendixes include a list of leader attributes and summary of leadership research conducted by the National Center for Research in Vocational Education. (YLB)

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CASE STUDIES IN VOCATIONAL EDUCATIONAL ADMINISTRATION: LEADERSHIP IN ACTION

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CASE STUDIES IN VOCATIONAL EDUCATIONAL ADMINISTRATION: LEADERSHIP IN ACTION

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PREFACE

Case studies have long been used by business and industry to nurture critical leadership skills in key management personnel. Until recently, case study texts for educational professionals were rare, and few existed specifically for use in vocational and technical education leadership development.

This volume of fifty-one cases begins to fill the void. The cases are drawn from and build upon a leadership research project undertaken by the National Center for Research in Vocational Education (Finch, Gregson, & Faulkner, 1991). The project's findings revealed the broadly based scope and complex nature of changing organizational dynamics in the vocational education arena.

The case studies are a logical outgrowth of that research—an educational resource to assist practicing and aspiring vocational education leaders in achieving their greatest potential. Cases have been extensively reviewed and thoroughly field tested at six universities, with changes and additions incorporated into the final product.

Cases are organized into twelve functional groups. Assignments to specific groups are based on analyses of events described by administrators and instructors. This functional group arrangement brings together cases that share common themes. A number of cases may be easily applied in several of the twelve functional areas.

Information is also provided relating ways the case studies may be used in leadership development programs. Discussion in this area focuses on learning environments, instructional preparation, learner modalities, and the instructor's role as a facilitator of learning.

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CASE STUDIES IN VOCATIONAL EDUCATION ADMINISTRATION: LEADERSHIP IN ACTION

CASE DESCRIPTION AND USE

Background

Case studies have long been used by business and industry to cultivate and nurture critical leadership skills in key management personnel. Similarly, other professions—in both public and private sectors of the workforce—have recognized the value of case studies and begun using them to facilitate the transfer of conceptual knowledge and understanding to situational applications.

Until recently, case study textbooks for educational professionals were rare, and few existed specifically for use in vocational and technical education administration. Indeed, this lack of illustrative and illuminating case studies focusing on the numerous issues and problems currently confronting the profession, is the primary reason for these volumes. Such issues, indigenous to the vocational education profession, cannot be adequately addressed by case studies written for other career groups.

This volume of fifty-one cases begins to fill the void. The cases are drawn from and built upon a leadership research project undertaken by the National Center for Research in Vocational Education (NCRVE) (Finch, Gregson, & Faulkner, 1991). The project's findings revealed the broadly based scope and complex nature of changing organizational dynamics in the vocational education arena. A range of leadership attributes were demonstrated by successful vocational education administrators as they met the challenges of change and served their institutions, communities, and student clientele with distinction (see Appendices A and B).

These case studies represent the logical outgrowth of that research—an educational resource to assist practicing and aspiring vocational education administrators in achieving their greatest potential. The cases have been extensively reviewed and thoroughly field tested, with changes and additions incorporated in the final product.

Functional Group Arrangement

The fifty-one cases are organized into twelve functional groups. Assignments to specific groups are based on analyses of events described by administrators and instructors (Finch, Gregson, & Faulkner, 1991). This functional group arrangement brings together cases that share common themes (e.g., maintaining and improving fiscal posture, handling crises, implementing self-selected changes and improvements). A number of cases may be easily applied across several of the twelve functional groups.

In addition, each functional group contains two levels of narrative evolvement. The first two cases in each group are complete stories and, as such, describe an event or situation as it evolves from start to finish. Thus, the user may see how a situation developed and how it was dealt with by an administrator. These cases more readily lend themselves to hindsight types of analyses. The remaining cases in each group are designated as "partial" cases. These bring the reader to a point in a situation where he or she must consider what went wrong or what difficulty arose and what should be done next. These cases are most suitable for developing problem-solving and decision-making skills.

Length Considerations

Each case is two to four pages in length. The situations described are thematic representations of actual events and hence lack many details a longer case study approach would have provided. Nevertheless, it was felt that breadth rather than depth of case examples would better equip professionals to deal with the broad array of issues confronting vocational education leaders today. Furthermore, brevity demands that learners exercise creative imagination; they must tailor their particular cases to similar events that may occur in their own workplace environments, providing relevant assumptions and details accordingly.

Finally, the unfinished vignettes will likely stimulate a wide variety of possible solutions. Because the problems that challenge vocational education leaders usually encompass several possible options, solutions designated as "right" or "effective" responses have not been provided. To do so would tend to impede ingenuity and the spontaneous, uninhibited flow of ideas so characteristic of effective group dynamics.

Learning Environments/Curriculum Designs

The cases lend themselves to a variety of learning environments including university classes in vocational education administration and professional development seminars and workshops for practicing professionals. Within these environments, the instructor may custom-design the study format by selecting from the total set cases that focus most directly on topics to be covered. This format is most applicable to seminars and workshops as well as to traditional university courses.

A second format consists of building an entire course around a group of cases. This format best applies to university level courses for credit as well as community education courses for personal development or continuing education units.

Additionally, relevant cases may be selected to use as focal points for discussion at meetings of advisory committees, management staff, or faculty members. This approach provides people who work together with the opportunity to interact on sensitive problems and issues without having the emotional ties so often present in day-to-day work.

Instructional/Learner Preparation

Prior to analyzing the cases, it may be useful to review the concept of leadership. What are the attributes of a good leader? A group discussion or individual study and reflection can generate a variety of definitions and characteristics of leadership. By comparing these characteristics with those listed and briefly discussed in Appendix A, the user will become familiar with thirty-seven leader attributes identified through NCRVE research (Moss & Liang, 1990). A description of NCRVE research related to leadership development may be found in Appendix B.

Such a preliminary discussion can serve as a logical entry into case study analysis, as the user searches for examples of leadership attributes demonstrated by the behaviors of key players, and inversely, the absence of leadership qualities in cases that depict ineffective or marginally effective problem resolutions. Questions may be raised such as Why would certain attributes or the absence of those attributes be central to a certain case study? Such is the nature of probing that can be undertaken in case study analyses.

Once the concept of leadership has been reviewed and discussed, users are encouraged to become thoroughly familiar with the cases and the questions at the end of each case study. Those who are using the case studies to augment a related course may select those cases for discussion and role play those that best exemplify the thematic concepts covered earlier in the class or those scheduled to be covered concurrently with the case studies. On the other hand, readers who are planning to use the materials as a complete course for credit or as an inservice professional development seminar will probably select as many cases to analyze as time permits.

Finally, it is important to understand the purpose of case studies as a learning modality for leadership development. Those who are not seasoned case-method group leader/facilitators, may wish to review in advance some of the resources listed in the bibliography at the end of this section. Such a review will no doubt enhance users' knowledge and self-confidence as they prepare for what the authors feel will be an enormously rewarding and exciting learning adventure.

If possible, participant groups should read through and reflect on the cases individually before coming to the class or seminar. Additionally, if the participants are not acquainted with one another, name tags and ice-breaker exercises can promote relaxed uninhibited exchange of ideas.

Instructional/Learner Modalities

Feedback from the field tests suggests that maximum benefit may be derived from these resources when collaborative teaching and learning are the dominant modalities. Discussed below are specific designs for case study implementation by groups and individuals, along with the advantages and disadvantages attendant with each.

Group designs will vary, depending upon the nature and size of a group. A group of students may divide into small subgroups. The instructor then calls upon one person from each group to discuss group answers to the questions, soliciting analyses and further questions and commentary from the other class members. Alternatively, the small groups may (1) select their own spokesperson, (2) conduct a leaderless group inquiry, or (3) request a volunteer from the group to preside as group leader and present findings that represent a consensus of answers to the discussion questions among the group.

All three approaches offer strong group dynamics potential. Nevertheless, an instructor must be careful when surprising someone by calling on him or her in class in front of colleagues. Such surprise may cause an inhibited or extremely sensitive individual to withdraw or drop out of the seminar or class. The instructor should, therefore, only use such a technique after becoming thoroughly familiar with all of the participants.

Role playing is a group design with a slightly different twist. The members of each small group may be assigned the same case study to role play. After one group interprets and dramatizes the case study, the instructor engages other groups in commenting and questioning. Additionally, the groups may have separate case studies to dramatize with similar engagement of other groups in commenting and questioning. Role plays are genuinely fun for most participants. The instructor may also designate different responses for the participants to practice, allowing the remainder of the class to compare and contrast those responses in order to arrive at a consensus or a number of viable options. Nevertheless, role plays do require extra practice time for participants.

Individual designs for case study implementation include (1) the assignment of cases to individuals to be analyzed, written up, and submitted as homework to be graded by the instructor, and (2) asking individuals to solicit responses from leaders of similar professional stature as those identified in the cases, then to analyze in writing the practicing experts' responses and submit them as a separate activity. These individual case study designs provide an opportunity for participants to enhance their writing skills, and for instructors to examine at their leisure the depth and the quality of the reasoning process and the prose style of each individual. Also, interviews with professionals in roles comparable to those in the case studies may enhance the possibility of gaining valuable insights that may not otherwise have been shared or advanced. On the other hand, individual designs forfeit the synergism and excitement that characterize the group discussions, since the individual has no opportunity to interface with colleagues and engage them in meaningful discussion, debate, and development of alternative solutions. Care must also be taken to avoid the occasional slanted, prejudiced, or inappropriate solutions that could be advanced by contributors.

Learning methods that engage students in meaningful activities in order to illustrate abstract concepts or principles have been universally embraced as effective in facilitating the learning process. Case discussions provide such a method. Through case studies, students can learn to think critically, debate effectively, question doggedly, and then apply abstract concepts to contemporary issues and problems in vocational education leadership. In addition, if instructors adopt the facilitator stance rather than the lecture style, they will significantly enhance participants' attitudes toward learning, as well as nurture their own enthusiastic love of learning.

Instructor as Facilitator

Instructors may choose to be the facilitators in their learning environment, or they may select, elect, or solicit a volunteer from among the participants to facilitate the case study role plays and discussions. However, some instructors may not be prepared in the techniques and benefits of a facilitator-led case study approach. Hence, the following questions may assist both novice and seasoned instructors to ascertain the degree to which their instructional style is more facilitative than lecture-dominant:

- Do I usually ask open rather than closed questions?
- Do I use closed questions and "why" questions primarily to probe further into someone's response?
- Do I engage every participant in the discussion?
- Do I maintain effective eye contact with participants?
- Do I listen carefully to every response, attempting to find something to value in each person's answer, prior to soliciting more appropriate answers from other participants?
- Do I tactfully interrupt whenever a participant becomes too verbose?
- Do I carefully paraphrase most responses to insure that listeners have accurately heard the speaker's words and understand their content?
- Do I refrain from "putting-down" responses or respondents?

- Do I refrain from providing correct answers and, instead, attempt to solicit corrections from other class members? (i.e., "Jan, I believe you are saying that on-site management is more chaotic than constructive. How do the rest of you feel about Jan's observations?")

If these questions can be answered affirmatively, a facilitative instructional style is dominant. However, if some are answered negatively, effective coaching may be as near as a trusted colleague or mentor.

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Group I

Determining Institutional Direction, Goals, and Policies

Case Study 1
Policy Decisions: Taking Charge

When Frank Kirsh came to Rockville Technical Center as director five years ago, he replaced Jules Owen who was quite popular with the instructional staff, business community, civic organizations, and most of the officials in the state department of education. Jules was smooth and dynamic, and he had received a lot of recognition for being innovative. Jules always seemed to have the inside track on grant proposals, and he often acquired whatever new funding was available. However, Jules seldom followed up on projects once they were started. He felt that once he had obtained the funding for projects, it was up to the instructors involved to make it work. Because of his presidential image and popularity, Jules ran Rockville Center without much input from external sources. He instituted high standards for the center, and the policies developed and implemented seemed to reflect this. After six years as director at Rockville, no one on the instructional staff really knew why Jules left.

Frank realized he had a difficult act to follow. One of the first things he did was to visit each of the nine sending high schools in Rockville County on an informal basis. He introduced himself to and talked with the principal, assistant principal, and counselors of each high school. He was invited to and attended several of the schools' board meetings. From these meetings, Frank learned that people were upset with some of the policies Jules had established. One of the criticisms that Frank frequently heard was that Rockville Technical Center had such high achievement demands that it would send students back to the home high schools if they were not high achievers. Other criticisms heard concerned students not being allowed to drive their cars to the center and the center's inflexible attendance policy which automatically dropped students from the program if they were absent more than three times.

After his first six months at Rockville Technical Center, Frank developed a reasonable picture of the problems facing the institution. He came to the conclusion that Rockville Tech's policies were written in too much detail and were often confusing. Policies, as they were written, were creating difficulties for both administrators and the instructors. Frank felt that although he had only been at Rockville Tech for six months and did not know the faculty well enough to dictate policy, he would do it anyway because the situation warranted such a response. He knew that the previous director was quite popular among the teachers, yet in his estimation, Jules had placed Rockville Tech in a crisis situation because of the way he operated it. Frank believed that a secondary vocational center should be self-sufficient, and he knew he would face some opposition when he started running Rockville Tech more like a business. He also believed he had to improve the vocational center's relationship with its sending high schools or the center would eventually have to close its doors. Frank felt that most of the complaints expressed by persons from the sending high schools were legitimate.

Frank established new policies and changed others. He modified the center's attendance policy so a student could be absent more than three times a semester without being dropped from the program. He decided that the center would work with lower achieving students instead of automatically sending them back to the home schools if instructors were disappointed in their performance.

Rockville Technical Center is now on its way to self-sufficiency. The secondary enrollment continues to grow. For example, three years ago one sending high school had sent sixty students to the center, and now it sends about three-hundred students. As a result, instructor morale has declined because it is felt that Rockville Tech is now a dumping ground for high school students who are not adequately prepared in basic skills at their home high school. Instructors also feel that they should have had some input in policy development, and they have lost their trust in administration.

Discussion Questions

1. Rockville Technical Center was in a crisis situation, and it appeared to need a strong leader. The institution is now on its way to self-sufficiency. Did the ends justify the means?

2. What could Frank have done differently to insure that policies he developed and implemented would not have the effect they did on instructors?

3. If you were faced with the situation of low morale among your instructional staff, what would you do to motivate them to achieve institutional goals?

4. What lesson can be learned from Jules Owen's leadership style? In what ways is Frank different from Jules?

Case Study 2
Redefining Goals and Objectives

Wakefield Community College had been in a state of limbo for some time. Wakefield residents and business people thought the college was stagnating. It needed a breath of fresh air. There was also a concern that the accreditation association to which Wakefield Community College belonged had recently rewritten and toughened its criteria; in the past, the criteria were called "standards." The accrediting body's handbook included a new chapter entitled "Institutional Effectiveness" which was totally unfamiliar to the Wakefield administrative staff. In addition, the one report dealing with communities and another focusing on community college directions for the next twenty-five years strongly supported the notion that Wakefield rethink its position and give careful consideration to its future.

Eventually, the college Board of Governors hired a new president and executive vice-president and replaced two interim deans. This new administration was given a mandate by the board to implement necessary changes at the college in order to maintain accreditation status through compliance with the new regulations and also to improve the institution's productivity levels.

The Fall after Allen Turton came to Wakefield Community College as its executive vice-president, he restructured the total planning process employed by the previous administration. Allen decided that, given the accreditation association's new criteria, the previous planning process was inadequate. He felt that since the new criteria dictated a comprehensive planning process, and since there was a new administrative team at Wakefield, implementing a totally new procedure would be appropriate. Allen organized ten planning sessions with twenty to twenty-five college employees in each group. Allen had his secretary randomly select the personnel (e.g., secretaries, instructors, maintenance personnel) because he wanted each session to present different perspectives. He excluded administrators from these sessions because he did not want to stifle input. When asked by one of the deans why they were excluded from these sessions, Allen replied, "I am excluding administrators because, from my years of experience in the state system, I've found that some administrators are fearful of sessions such as these. They are often concerned that the meetings could turn into grievance sessions."

At each group's first session, Allen shared with those present his values and philosophy. He posed two questions to the participants. The first question was "What do you think could be done or should be done to improve our college for all of our students?" Each person around the table was requested to come up with one suggestion, and Allen recorded them. The second question Allen asked was "What could be done to improve your job satisfaction?" Comments on this question were varied. One member of the faculty expressed the opinion that there should be less emphasis on full-time enrollment to determine funding allocation to programs. A staff member felt that some of the counseling provided to students had been ineffective in the past, and Ms. Baker, the business teacher, pointed out the lack of opportunities for vocational instructors to attend staff development workshops. The need for provision of day care was also expressed by one of the secretaries. Even though Allen emphasized that these meetings were not intended to be gripe sessions, a couple of times some of the views expressed degenerated into negative comments. As a result of the information gathered from these meetings, Allen attempted to implement changes based upon the recommendations and goals that the staff developed. For example, he had the college executive committee examine the evaluation process. Allen also implemented a new assessment center because many staff members felt that some of the counseling had been ineffective in the past. In addition, he implemented a new advising program.

Though it is still early, it seems as if the process Allen used was having some measure of success. One day, Allen mentioned to the president, "I have heard numerous positive comments about the changes we've implemented. I believe everyone is convinced that they can see the impact of their participation." The president shook his head in agreement, but his thoughts were on the upcoming visit by the accreditation team.

Discussion Questions

1. The administrators were displeased that they were excluded from Allen's planning sessions. Were they justified in their feelings? What would you do to prevent a situation like this from happening?

2. Some of the views expressed in the planning meetings degenerated into negative comments. How would you keep the meetings on track so that criticisms were accommodated while the sessions remained productive?

3. Did Allen's process work or did he completely miss the boat?

4. What sort of administrative leadership did Allen provide? What were some of the leadership attributes that he used in dealing with this situation?

Case Study 3
Was It a Merit Pay or Communication Problem?

An interest in merit (performance) pay had existed for some time in the Halifax school district. The school board; the deputy superintendent for vocational, technical, adult and continuing education; the two assistant superintendents; and the director of Halifax Technical Institute were all concerned about motivating instructors, especially those who exhibited signs of burn out. Although the administrators reviewed models that had been implemented in other states, they were not able to find a merit pay model that they believed would exactly fit the situation in Halifax.

With the school board's encouragement, Anna Goshinski, the director of Halifax Tech, prepared a policy and initiated a three-year plan to implement merit pay. For the first phase of this plan, she orchestrated the passing of a base salary increase along with a one-time stipend. For the second phase, she planned to meet with the instructors and have them participate in the development of institutional standards. In this plan, the institution would set aside a fixed sum of money and then equally divide the money among all the instructors who met the institutional standards. Anna explained this plan to the instructors who served on her cabinet.

When asked by one of her cabinet members how this plan would affect instructors who were tenured and had several years of service, she replied, "Personally I don't agree that longevity should be the only factor in determining an instructor's salary. In general, this school has an outstanding faculty. However, there are a few instructors that are just mediocre." Anna also expressed opinions that the outstanding instructors, regardless of tenure, should be paid more than mediocre instructors, and that by having instructors involved in the development of institutional standards, they would not feel threatened. Anna believed that by using this group process, the pay schedule and the teachers' evaluations would be more fair.

The day that the teaching contracts were distributed, the atmosphere was like lightning before a thunderstorm; there were rumblings among the instructor ranks. Instructors were also confused about what was taking place. Some instructors were upset about being referred to as mediocre. Evidently the cabinet members did not understand Anna's plan and thus did not accurately describe the plan to their colleagues. In addition, Anna discovered that her administrative team was equally confused about her plan to implement merit pay.

Anna realized that she had created a problem that had gone out of control. Even though she felt that there was nothing wrong with her policy and plan, she had to recall the contracts.

Discussion Questions

1. Anna had all the initial support and advice she needed from her superiors and her cabinet. Where do you suppose she failed at implementing the merit pay policy?

2. Because of the instructors' reactions to the plan, Anna made the decision to recall the contracts. What are the implications of this action for a leader?

3. Taking the position that the problem was communication, how would you remedy the situation?

4. Taking the position that the problem was an overall flaw in the concept of merit pay, how would you provide rewards to instructors who excelled at their work? What sort of policy would you institute to achieve this goal?

5. If you were Anna Goshinski, how would you have approached this issue?

Case Study 4
Policy and the Old Buddies Club

Baffin Bay attracts a number of retirees who move there to get away from harsh winters and high taxes. Many of these people had been business executives and university professors or held other professional positions before they retired. When most retirees move to Baffin Bay they think they want to enjoy the sand, sea, and sun, or fish all day long. But after a while, many of these retirees get bored or realize they need more money to live on. As a result, Bay Area Technical College has a ready-made professional population from which to select and hire part-time faculty members.

Pricilla Wright, Dean of Personnel at Bay Area Technical College, had not been on the job long when she learned of the practice of hiring retirees as part-time faculty members. She soon discovered that many of these part-time faculty members eventually became full-time faculty members. Pricilla also learned that the former dean would often not advertise a new full-time position because he knew a particular part-time faculty member who wanted to become full-time.

Pricilla became concerned that the college was opening the door to some serious difficulty with affirmative action by not advertising the vacant full-time positions. When she learned that the college had already been warned once by a civil rights commission about its unfair hiring practices, she knew that the procedure had to be changed. She made up her mind that problems of this sort would not occur while she was dean of personnel.

Pricilla decided that a policy must be established requiring Bay Area Technical College to advertise its vacant full-time faculty positions nationally. She developed a policy that included faculty members and a minority staff member on the search team when possible. Pricilla felt that minority members were more sensitive to the need to hire other minority members, and set higher standards for applicants.

A few weeks later Pricilla received a memo from Horace Pittman, the division chairperson for industrial technology, informing her that he intended to fill a vacant position in his department with one of his part-time instructors. Pricilla promptly advised Horace not to do so because it was contrary to the new faculty hiring policy. Word quickly spread about the policy and Pricilla caught a lot of heat from division chairpersons and part-time faculty members who said her policy removed the incentives from part-time faculty members' employment.

Not long after the rumblings began among faculty and staff, Pricilla found herself in the president's office explaining her policy position. Pricilla told the president that Bay Area Technical College had an obligation to hire the best possible candidate and that it must advertise positions through the right publications to accomplish this. Pricilla said, "It may very well be that one of the part-time instructors is the best candidate for a full-time position, but we must advertise to find the most qualified candidate. We can't fill all instructional positions with these beachcombers. I stand by these convictions."

The president leaned back in his comfortable recliner and spun quietly around to face the backdrop of sand and sea visible through his huge picture window. He gazed for a while as if searching the horizon for an answer. Finally he said, "Pricilla, don't rock the boat. Those are my fishing buddies you are talking about."

Discussion Questions

1. Pricilla realized that she was dealing with a "good old buddies" club. Based on the president's opposition, should she change the hiring policy?

2. Leaders are sometimes criticized by the same people they are trying to protect. What attributes must a leader have to withstand criticism and still be effective?

3. If you were Pricilla, what would you do to sensitize division chairs to the issues of affirmative action and faculty recruitment policies?

4. What might have been done differently to establish a functional hiring policy?

Group II

Participating in Accreditations and Evaluations

Case Study 5
Peachtown in Transition

Peachtown had experienced enormous growth in industrial activity over the last ten years. This increased industrialization had also brought a variety of new residents into the area, placing increasing demands on Peachtown's educational institutions. As various industries relocated in the area, they invariably requested that Peachtown Vocational School provide educational and consultative services to assist their new employees in becoming more productive. This situation may have fueled the notion that Peachtown was ready for a full-fledged community college to better meet community needs. Eventually, a decision was reached that, instead of starting from scratch, Peachtown Vocational School would evolve into the area's new postsecondary institution. It was supposed to be a slow and gradual process. However, Dr. Art Farmer, the president of Peachtown Community College, was committed to the community college mission and philosophy, and this led to the rapid transition from vocational school to community college.

Peachtown Community College is now in full operation and offering associate degrees in a variety of specializations. It comes as no surprise that the president, vice-presidents, and all the instructors are now actively preparing for an initial community college accreditation. Everyone believes the community college regional accreditation process will be more rigorous than the accreditation the institution underwent when it was a vocational school. The accreditation process forces the college to document everything. It is a major undertaking, and the evaluation will determine the quality of Peachtown Community College offerings. As a result of these impending visits and expectations, the staff has experienced some anxiety. Art is fully aware of the situation and has been conducting meetings to prepare the college faculty and staff for the accreditation process. In each of these meetings, Art has communicated to the staff what the accreditation agency expects from the college. He always allows time for the faculty to ask questions and express concerns, and he also distributes numerous handouts to support and elaborate upon his presentations. Art has assigned one of his vice-presidents the responsibility of coordinating the school's efforts in preparing for the accreditation visit. He has also appointed several instructors to chair committees concerned with specific aspects of the process. Art has made sure that every instructor is assigned to serve on at least one committee. After the committees have made some progress, they meet with Art and the vice-president to share their thoughts. In these small group meetings, the issues are discussed openly and at length.

Art has displayed such a positive and confident attitude that much of the anxiety about the accreditation process has dissipated. The faculty have become motivated to prepare for the accreditation visit because Art has convinced them that it will benefit them. When asked by a concerned citizen about the progress being made towards accreditation, the vice-president responsible for coordinating accreditation efforts commented that the faculty were working in teams to accomplish specific tasks. Faculty members were also providing input in the process. He also mentioned that the president does an excellent job of informing faculty and staff members, and that this has resulted in positive attitudes regarding the forthcoming accreditation visit.

The accreditation visit will not occur until early next year. Nevertheless, Art has sensitized and motivated the faculty and staff to be as prepared as possible. This is evident by the teamwork displayed by everyone at Peachtown Community College. The vice-president commented that this level of participation was reached because "Art always expresses confidence in all of us."

Discussion Questions

1. How committed would you conclude that Art is to the common good?
2. What leadership attributes did Art display that may have contributed to the high level of motivation at Peachtown Community College?
3. Administrators often establish committees to deal with problems and issues. To what extent can it be a successful strategy?
4. What benefits may accrue from placing persons in positions of responsibility, such as chairing committees and being responsible for completing tasks?
5. The anxiety experienced by staff members could have been much greater. In what ways did Art use his skills to keep staff anxiety to a minimum?

Case Study 6

Preparing for a Visit in the Fall

The atmosphere at Hillsdale Technical High School could have been best described as laden with confidence about the outcome of the upcoming state evaluation. Faculty and staff members seemed highly motivated and involved with all aspects of preparation for the evaluation team visit in the Fall. Everything was going smoothly and the principal, Mr. Higgins, was pleased with the enthusiasm displayed by his faculty and staff members. He was especially happy with the work his staff had done since a successful evaluation meant Hillsdale would receive state-level accreditation for another five years.

Higgins felt that planning was the key to ensuring that Hillsdale High would be seen as a progressive institution. In preparation for the evaluation, he sensitized everyone at Hillsdale about possible areas on which evaluation teams usually concentrate. As usual, at last year's planning retreat, Higgins delegated duties according to his perception of individual capabilities. He was very organized and methodical in developing specific objectives so that everyone knew exactly which direction to follow, what specific tasks were to be accomplished by a given date, and who was responsible for them. He also guided the group in developing realistic time frames for accomplishing assigned tasks. Higgins appointed committee chairs who would report to him on a regular basis.

One of the critical areas in the evaluation process was staff development. Higgins pointed out to the faculty that, regardless of good or bad results, it was important to exercise integrity in dealing with self-evaluation preparation. A new member of the faculty casually mentioned to one of his colleagues that he felt good about the leadership that Mr. Higgins was providing. His colleague shook his head in the affirmative and replied, "I feel like he inspires us all to do a good job and I believe that the other faculty members feel the same way that I do."

The evaluation team visited in the Fall and the results reflected positively on the diligent planning and effort made by everyone concerned. The report contained a few recommendations, but it did not reflect any major shortcomings. Higgins felt good about that, and he realized that the recommendations contained in the report would not pose any problems that could not be resolved in a short time. In sharing the report with faculty and staff members, Higgins commented on the wonderful job that everyone did and thanked them for their support. He also pointed out the importance of linking evaluation to the planning process at Hillsdale High.

In true form, Higgins began the process of implementing the recommendations contained in the evaluation team's report. Again, he sought to involve everyone and assembled teams to deal with specific issues. He delegated authority to persons he felt were key individuals, and he also made sure that necessary resources would be available when needed. The chain of events was once more set in motion and again the staff was motivated to action. Higgins had developed a reputation among his subordinates for always finishing the job that he started and doing so in an exemplary manner.

Discussion Questions

1. What are some of the planning strategies Higgins used? How successful were they?

2. Faculty members felt inspired by Higgins. What leadership attributes did he display that you associate with this perception?

3. Higgins asked committee chairs to report to him on a regular basis. Why is there a need to use this approach when engaged in planning and evaluation?

4. Higgins emphasized matching people with tasks. This strategy seems to have worked well for him. How might this approach be used in other planning and evaluation settings?

5. Based on your personal experience, how realistic is this case? Would the success experienced by Higgins be expected in most educational settings?

Case Study 7
Burned Out or Burned Up?

Spruce Valley Community College was preparing for an accreditation visit. The accreditation team, they were informed, would include professional educators from other states. Spruce Valley would be the first higher education institution of its kind in the state to change directly from one accreditation association to another. Joyce Sommers, Dean of Curriculum and Instruction at Spruce Valley, was concerned about the upcoming accreditation visit and expressed to faculty members that the accreditation process conducted by this new association was more rigorous than the one used by the association to which the college now belonged.

John Buckles, the President of Spruce Valley for over twenty years, had built a reputation for being an astute administrator. He was viewed by many to be an effective planner and organizer who lead the institution in its earlier development with vigor and vitality. He communicated to both external and internal constituents with the skill of a politician and had always involved faculty and staff in college planning and decision-making. Lately though, John seemed to be spending greater amounts of time away from the college and was delegating more duties to other Spruce Valley administrators. Even when he was on campus, John seemed removed from the day-to-day operations of the college and spent much time in his office away from others.

During the faculty meeting last Fall, John told everyone that Spruce Valley would undergo an accreditation evaluation in about a year. He stated it would be a rigorous evaluation, but that with teamwork he was confident Spruce Valley would excel. At that meeting, John assigned staff members to committees. He assigned leadership roles to certain individuals and also shared with everyone present a timetable within which he wanted specific tasks completed. At that time, John appeared to be in command, and the positive and optimistic tone communicated during the meeting seemed to have the desired effect on the faculty. They knew John was an excellent strategic planner and that he typically gave plenty of his time and assistance to accomplishing assigned tasks. They felt that his system of operation would continue to prevail.

Throughout the school year, Joyce Sommers discussed particular concerns expressed by some faculty members with John, and he always told her that he was working on it or that someone else was in charge of that aspect of the operation. On more than one occasion she expressed a concern that advisory committees for some programs were not functioning and that some faculty members were not making progress toward curriculum upgrading and reform. Even though Joyce pointed out to John the importance of this area to the accreditation process, she came away from these meetings with a feeling of frustration at not being able to convey her fear of failing the accreditation.

One day Joyce discussed her fears and concerns with her husband, a member of the college's governing board, and asked him to see what he could do to bring these potential problems to the board's attention. Sam Sommers did as his wife requested. However, at the board's next meeting, the majority of the members expressed their full confidence in John's ability to do what was necessary for Spruce Valley. In their eyes, John was a winner and was able to accomplish anything.

Nothing seemed to change with regard to Spruce Valley's preparation for the accreditation visit. Planning and oversight continued to be lacking as John was away from campus at meetings and conferences. Apparently he still did not view the accreditation process as a top priority. The report filed after the accreditation visit listed numerous deficiencies including problems with student learning outcomes, advisory committees, and program quality. The report prepared by the accreditation team outlined a series of changes that must occur before Spruce Valley Community College would receive accreditation.

Discussion Questions

1. John Buckles was seen by many as a dynamic administrator. What happened to his leadership of the institution?

2. John's behavior seemed to have caused Joyce Sommers to make a rather drastic decision. Examine her decision and discuss what you would have done if you were in her position.

3. Although an administrator can delegate authority to others, to what extent must he or she monitor the use of delegated authority?

4. What might have caused John to neglect his role as a leader?

5. Board members tend to be removed from an institution's day-to-day operation. How can they ensure that the institution's president is performing in a satisfactory manner? If you were a board member at Spruce Valley Community College, how would you monitor John Buckles' administrative performance?

6. If you were selected as the new president of Spruce Valley Community College, how would you turn the current situation around?

Case Study 8

The Ripple Effect

Dr. Jack Ripple began his employment with Marlborough Technical Center about six years ago. He had recently retired from an impressive career in the military and was hired by the center's board of governors to replace a director who had been dismissed for failing to improve the center's image and program standards. The past director was seen to be a soft-spoken, people-oriented person who was more concerned with maintaining good relationships than with getting involved in tough decisions that would lead to improved standards and program outcomes.

Marlborough Tech was getting ready to participate in an evaluation of program outcomes that had been mandated by the state department of education. Jack was the board's overwhelming choice as director of the center. Based on his military record, his reputation as a no nonsense senior officer, and evaluation situations he had encountered in the military, it was felt Jack could do an outstanding job. However, Jack found out rather quickly how new he was to the public educational and training environment. He saw the upcoming program outcome evaluation in a militaristic perspective and sought to employ the military organizational strategy of imperative coordination to insure success.

As he prepared for the evaluation, Jack decided to chair the center's main evaluation committee and then named other center administrators to chair the subcommittees. Jack issued the compliance documents provided by the state to the various subcommittee chairpersons. Finally, he informed his team that they should report directly to the chairpersons who would, in turn, report to him. A time frame was established for data collection completion and compliance document submission.

Perhaps one of the major oversights Jack made was that four of the administrators he selected as subcommittee chairpersons had just been promoted to their positions and had little or no experience with state evaluations. Because of their inexperience, the chairpersons had numerous problems with data collection processes. They also experienced a lack of cooperation from other administrators who felt slighted by not being asked to participate in the evaluation process. With the deadline for data collection completion drawing near, the four inexperienced chairpersons each decided to ask Jack for guidance and assistance. At this point Jack realized that he not only had to meet with the four new administrators more frequently, but he also had to keep each of the committees moving in the right direction.

In an attempt to salvage the situation, Jack took time to help the new administrators prepare the compliance documents. He discovered that some of the data requested on the compliance documents were not included on the collection instruments. This, of course, had disastrous effects. Incomplete documents were submitted to the state department after the due date and Jack was reprimanded. One of the committee chairpersons commented, "I really believe Jack was interested in making this an outstanding evaluation, but somewhere everything went wrong."

Discussion Questions

1. What was lacking in the organizational approach that Jack applied to the evaluation situation?
2. When selecting committee chairpersons, what criteria would you use to insure that the best persons were selected?
3. Were the lines of communication Jack established adequate for the task?
4. Would it have been better or worse for Jack to use a more "civilian" style of leadership instead of his military style? Why?
5. If you were in Jack's position at the time he found out there was a problem with the evaluation, what would you have done to remedy the situation?

Group III

Collaborating with Boards, Agencies, and Organizations

Case Study 9
Uniting with a Union

Dr. Holly Hawkins has been president of rural Tennison Technical College (TTC) for the past two years. She feels that her greatest strength is communicating with others. She also tries to empower people to achieve their goals. Tennison Technical College has approximately thirteen-hundred full-time students and employs sixty-two full-time faculty.

Mary Mitchell is the president of the local union affiliated with the National Federation of Instructors (NFI) at Tennison Technical College. Two years ago, the state NFI sponsored a lobby day at the capitol. Members were brought in from throughout the state to talk with state legislators about issues of concern to instructors. Mary Mitchell and others at TTC were concerned that the institution was beginning to have severe budget problems. A large part of the institution's funding came from property tax, which had a limit attached to it. TTC was almost at that limit due to declining property values. The institution would soon be faced with the possibility of budget cuts and layoffs.

Mary Mitchell wanted to avoid layoffs, and she felt that monetary aid could come from the state. She believed it would be important to lobby for this. Mary also felt this was more than a union concern. It was a concern for the whole institution and community. So she asked state union leaders if they would mind her inviting people to lobby who were not union members such as students and administrators. They agreed.

Mary then approached Holly Hawkins to get the day off to go to the capitol to lobby. Holly was supportive of the idea. When someone had a good idea, she wanted to support it if that person took the idea and made it work. Holly was very helpful. She offered time off to anyone who was interested in lobbying and provided a vehicle so participants could travel to the capitol. She also conducted a briefing session at which she provided facts, figures, and an information sheet for participants to give to legislators.

Holly not only supported the idea, she helped make it a success. The first year TTC participated in the lobbying effort, one student joined the group. The next year, sixteen students were involved. Mary is planning to make this an annual event.

Holly was pleased with the united effort. She strongly believed that educators had some common goals no matter what their roles. Mary was happy to work with a leader who supported ideas brought forward by the union.

Discussion Questions

1. What leadership attributes did Holly Hawkins display while working with the president of the local union?
2. Considering Holly's approach to helping the union with lobbying efforts, what might she have done differently and still have remained effective?
3. Do you feel administrators should become actively involved with union efforts? Why or why not?
4. Does the approach Holly used have implications for other issues that may arise?

Case Study 10
Local Versus State Curriculum

Just one year ago, Janet Early was hired from another school district to become director of Silver Vocational Center. Janet has held educational administration positions for the past ten years. Silver Vocational Center's full-time student enrollment is fourteen-hundred with about eighty-five full-time faculty.

The center has a progressive business department. The business teachers have spent hundreds of hours modifying the curriculum to reflect the contemporary needs of students and business. After a recent regional evaluation, the business teachers were informed that they were ahead of the game. However, the curriculum used by the business department did not resemble the curriculum advocated by state department of education officials. When the business teachers submitted reports to the state department, they were told the business program content and instruction were not in line with the state's curriculum.

Janet asked the business department chairperson, Harry Grant, why the business program did not look good on state reports. Harry and other business department faculty documented what they perceived to be the problems and submitted the report to Janet. After meeting with the business faculty, Janet became convinced the school's business curriculum did include the appropriate content and units of instruction, and therefore arranged to meet with the state supervisor of business programs. She did not find the supervisor at all open to her suggestions or concerns. Janet then decided to take it to higher authority. She met with the state director of vocational education to discuss her concerns about the state's business curriculum.

Janet believed that Silver Vocational Center had one of the most progressive business programs in the state, and she felt the state was, in effect, penalizing the business faculty for being progressive. In fact, Janet wanted to expand the school's business program, but felt she could not do this until things were resolved with the state supervisor.

Janet believed that something had to be done about the differences between the school's and the state's business curriculums. So she followed the chain of command, first meeting with the state supervisor of business programs and then with the state vocational director. She found the state director to be responsive and everything has been resolved. However, Janet was prepared to speak to the state board if the state vocational director was not responsive to her concerns.

Discussion Questions

1. How comfortable do you feel with Janet's approach to dealing with state-level concerns about the business curriculum at Silver Vocational Center?
2. Should Janet have conferred with colleagues in other schools or state vocational organizations before going to the state director of vocational education?
3. If Janet had found the state vocational director unresponsive to her concerns, what should she have done next?
4. What were some of the leadership attributes Janet demonstrated in this situation?
5. If you were in Janet's position, would you have handled this problem differently?

Case Study 11
Impacting on a Dental Hygiene Program

Dr. Jake Smith has been president of Summerville Technical College, with an enrollment of two thousand, for seven years. Jake feels that some of his administrative strengths include looking at the big picture, communicating with faculty, and focusing on the future.

When the governance of Summerville shifted to the state board of regents from the state board of education, the dental hygiene program came under the purview of the state board of dental hygiene, which already had some oversight of the program. When the board of regents took over governance, Summerville did not have a director of dental hygiene. Jake thus had to make some important decisions about the dental hygiene program. Summerville was required to submit a program renewal proposal to the board of regents and the board of dental hygiene. At that time, the school's dental hygiene program was fifteen months long. However, at the suggestion of both boards, all other dental hygiene programs in the state submitted proposals for twelve-month programs.

While recognizing what other dental hygiene programs in the state had done, Jake decided to submit a proposal for a fifteen-month program. At a Summerville board meeting, board members questioned Jake extensively about the program. Because he was not a dental hygienist, he asked a dental hygiene instructor, Amy Arnold, to attend the board meeting with him. After the meeting, Jake appointed Amy the Director of Dental Hygiene.

Shortly thereafter, Jake and Amy attended a state board meeting and presented their program proposal. It was a difficult meeting because Jake wanted the school's dental hygiene program to extend for fifteen months, and the state board wanted a twelve-month program. However, after Jake presented records documenting that none of Summerville's dental hygiene students had failed the state board tests in eighteen years, the board approved the fifteen-month dental hygiene program. Summerville became the only technical college in the state with a fifteen-month dental hygiene program.

Jake thought the dental hygiene program at Summerville would proceed, but he quickly discovered that the director of dental hygiene position included numerous responsibilities. So when Amy returned to her senior dental hygiene instructor position, Jake was able to hire a person with a degree in dental hygiene and administrative experience to serve as director. The dental hygiene program at Summerville has continued to prosper and is now recognized as one of the stronger programs in the state. The new dental hygiene director's leadership has been the key factor in this statewide recognition.

Discussion Questions

1. Do you feel it was worth the effort for Jake to argue for a fifteen-month dental hygiene program at Summerville even though the other institutions in the state have twelve-month programs?
2. Did Jake use good judgment when he appointed a teacher as director of dental hygiene?
3. What are the leadership attributes Jake should look for in a person who will serve as director of dental hygiene?
4. Why shouldn't Jake just run the program from his office?
5. What are some of the reasons Summerville might need to change to a twelve-month program in the future?

Case Study 12

The Results of Following Protocol

Brennan Lynch has been the president of Tide Technical College, a small postsecondary institution located in an economically depressed rural area, for fifteen years. Full-time student enrollment is eight hundred and approximately forty full-time faculty are employed.

It recently occurred to Brennan that he had not been following the rules or the protocol for working with state legislators to secure school funding. Therefore, he decided this year he would conform to protocol. Based on past funding successes, Brennan was feeling comfortable with the funding he anticipated the college would receive, so this seemed like a good time to conform to the rules.

Brennan submitted the college budget to the state department of education. However, this year he did not contact any state legislators until after the budget was submitted. This was in sharp contrast with Brennan's behavior in previous years when he communicated extensively with the legislators before, during, and after the legislative session. So this year, following protocol, Brennan communicated with the legislators only after they received the entire education budget.

Of course, Brennan had previously felt some pressure to conform with the system. He had been thinking that he was getting too independent anyway. Also, Brennan was feeling confident that the college was going to receive the needed funding.

When Brennan finally realized that the college was not going to receive the funding that he had expected, he panicked. He started communicating heavily with legislators. This last minute effort helped, but it was too late to acquire the amount of funding he had procured for the college in the past.

Discussion Questions

1. Why do you think Brennan decided to follow protocol relating to communication with state legislators?

2. Do effective leaders need to follow protocol to accomplish important tasks? To what extent are rules made to be broken?

3. If you were Brennan, would you continue to follow the old practice of working with legislators throughout the legislative year? Why?

4. If you were the state director and Brennan persisted in failing to follow protocol, what would you do about the situation?

Group IV

Implementing Mandated Changes and Improvements

Case Study 13

Presiding Over a Transition from Local to State Governance

Before coming to Northampton Area Technical Institute, President Chris Kenton had worked in other educational administration positions for six years. He had also gained considerable experience in business and industry prior to working in education. He earned his doctorate from Northampton State University just before taking his present position at the institute. He credits the success of his stewardship of Northampton Tech over the past fourteen years to experience gained in industry and previous positions held in other educational institutions. The full-time student enrollment at Northampton Tech is eight thousand and the part-time student enrollment exceeds ten thousand. The institution employs four-hundred full-time faculty and two-hundred part-time faculty to fulfill its mission. Dr. Kenton believes that he employs effective use of time, is a risktaker, communicates effectively, and has built credibility through genuine concern for the good of the institution. When Dr. Kenton was asked what helped him most as president of the institution in planning for change, he mentioned "vision and a sense of direction."

The State Vocational Education Act (P.L. 50-527) mandated that all vocational schools become state institutions. A few years ago, Northampton changed from a local vocational school to a state institution to comply with the new law. Initially, anxiety existed among the faculty about this change. President Kenton was confident that the school would benefit from becoming a state school, but he didn't have a choice in the matter. As one faculty member put it, "I think the president realized that many staff members were frightened, and that he needed to reassure them that this change would be an improvement."

The president first informed the faculty of this change during a meeting. He emphasized that the change would take a while, and that some minor details still needed to be worked out. He encouraged questions. He also said that he wouldn't have all the answers, but that he would get them. He informed the staff that in the next several months he would have state department personnel and financial advisors present to provide more information and to make the transition as smooth as possible. The president then emphasized that he practices an open door policy. He invited anyone who had a concern that was not addressed in one of these meetings to speak with him individually.

The president was concerned with making the transition an easy one for the instructors. He was sympathetic to their concerns. However, he also had some questions. By the president's behavior, the faculty became convinced that he was truly committed to the good of the school and to helping them. In the months that followed, the president brought many state department personnel to visit with the faculty and staff. He also invited some guest speakers to clarify problem areas and concerns. Everyone was involved in these activities.

Changing the institution from a local vocational school to a state technical institute has really improved its programs. The curriculum is now consistent with schools across the state. And because of these changes, the institution's image has improved. Instructor morale has also improved, and instructors believe the school is a better place to work.

Discussion Questions

1. Changing from a local to state institution is clearly a massive undertaking. How did the president approach this task? What types of communication skills did the president employ to calm the fears and concerns of his instructional and support staff?

2. Identify some of the leadership attributes exhibited by President Kenton and discuss their interplay.

3. What is your opinion of President Kenton? Did he fully share the state department vision?

Case Study 14
Implementing an Instructional Innovation

Northside Technical Institute is a modest-sized institution located in the small industrial town of Pleasantville. The institution employs a little over one-hundred full-time and between forty to sixty part-time faculty. The Northside student population averages approximately two thousand students, the majority of these in full-time enrollment. Northside also offers a variety of part-time evening programs.

Two years ago, the state commissioner of occupational education, to whom the president of Northside reports, informed him that the state was mandating individualized instruction in all technical institutes. The commissioner urged speedy compliance.

Dr. Keats, who had served as president of Northside for the past eight years, had held positions in business and industry before coming to Northside. She views that her primary functions are setting the goals for the institution, keeping up with business and industry needs, and seeking and securing funding for program support. President Keats enjoys good relations with faculty and staff. As a member of the faculty put it, "she is sensitive to the needs of individuals and is a good communicator."

"Implementing individualized instruction could have been very difficult for us," President Keats explained. "Initially, I was skeptical about the feasibility of implementing individualized instruction in our programs. However, I became sold on it later. Nevertheless I knew that to work, it would need to be implemented gradually. I thought the instructors had to be sold just as I did. I was confident that when the instructors became convinced that individualized instruction could increase student learning, they would work hard at implementing it. I also thought the instructors felt good about implementing individualized instruction because they had a great deal of input on the manner in which it would be done. In the beginning most of the instructors were definitely against individualized instruction. Presently many of our instructors provide some individualized instruction. Certainly, in some instances individualized instruction is not the appropriate delivery system, but it is always considered."

President Keats attended several administrator workshops on individualized instruction. Initially, she had a lot of questions about the approach and had found answers to all her questions and concerns. Consequently, she was well prepared to discuss the implementation of individualized instruction with her instructors.

President Keats decided that the electronics department would be the area to initiate individualized instruction. She met with electronics instructors as a group and discussed the pros and cons of individualized instruction. She said, "I held many meetings with the electronics instructors, and they expressed many concerns. I emphasized that I too still had some concerns, especially about how the students would respond to individualized instruction." She also told the instructors that while she thought individualized instruction had a lot to offer, she felt it would be wise to integrate it slowly. She then asked the department head to provide her with a list of the courses that instructors always teach.

The next semester, President Keats had each instructor implement individualized instruction for one course. At the end of that semester, the instructors and the president sat down with the students and found out what they liked and disliked about individualized instruction. President Keats then met with each instructor individually and with all the instructors as a group and discussed their responses. Through these meetings, the instructors and the president decided on some changes, and the next semester the instructors utilized individualized instruction in the same course with the suggested changes. When questioned on the outcomes, the president replied, "We then compared student gains and decided that individualized instruction did in fact improve student achievement. Today you will find individualized instruction occurring in many areas throughout our school."

Discussion Questions

1. President Keats believed in selecting the right people for the job. Why didn't she leave the responsibility of introducing individualized instruction to her vice-president of instructional services?

2. From your perspective, describe the kind of leader President Keats appears to be.

3. Why did President Keats appear to be successful at implementing the mandated change?

4. Do you believe the electronics faculty had a good working relationship with President Keats before the individualized instruction concepts were presented to them? Why might this relationship be important?

5. If you were President Keats, would you have implemented this change as gradually as she did, or would you have taken a different approach that involved changing more courses? Why?

Case Study 15
A Consortium Approach to Program Funding

Robert Casselman was recently appointed Director at Duke Area Vocational Technical School. He quickly established himself as a competent administrator and became involved in civic organizations and other community activities. He was viewed to be a good politician and built a network of information contacts that served him well. He appeared to be a good judge of character and seemed to hire good people. One of his colleagues said, "Bob is always seeking to establish new directions and establishing good public relations for the benefit of the institution."

Duke has a full-time enrollment of about eight-hundred secondary students and five-hundred adults with a part-time student population of approximately five thousand. The school operates two shifts. The evening shift is coordinated by the assistant director and adult supervisor. Although both day and evening programs were operating well, the director was concerned about funding to sustain the quality and quantity of programs offered at Duke.

Soon after Bob arrived at Duke, he discovered that the state mandated different funding approaches for support of regular vocational programs and job training programs. In fact, two different agencies coordinated the two programs. Each agency had its own set of regulations. Now seemed like a good time to break into the job training funding area, but Bob felt a consortium approach might be the best way to go. Through his networking contacts, Bob rapidly learned that other vocational directors who represent fifteen counties in the region were also interested in obtaining funding to support job training programs.

At one of the regular meetings held in December of last year, the Regional Industry Council decided that the eight vocational directors who served on the council should form a consortium to become more involved in the job training aspect of vocational education. The purpose of this consortium was to acquire more job training funding for youth training, skill training, and summer programs. Job training clients compose a large part of the student population. The consortium wrote proposals to the state department and federal government for job training support related to economic development. They emphasized working with job training agencies since they made funding available. Because of the consortium emphasis, directors frequently communicated with state and federal personnel.

When the directors experienced problems in the program implementation process, they talked to one another and developed strategies to cope with the problems.

It seemed logical to the consortium to mesh state funding with job training funding to provide the best services possible. However, job training involves a lot of red tape, can be very restrictive, and requires a great deal of paperwork. The consortium found that the state and federal agencies were suspicious of programs that meshed the two different sources. Both agencies were very concerned that no program duplication occur. As the consortium began meshing the funding, it made the state and the federal agencies angry at each other and at them. The state and the federal agencies did not communicate with each other, yet they expected the local schools to meet their often conflicting demands. Consequently, Bob and the directors found it frustrating to deal with both agencies. Bob commented to one of his colleagues, "It is easy to say that there should be no program duplication, but it is difficult to prevent. If I had known what I know now about these bureaucratic agencies, the consortium would have taken a different approach."

Discussion Questions

1. Both agencies were concerned that no program duplication occur. What could the consortium approach do to prevent such duplication?

2. If you were a member of the consortium, what would you do to remedy the problem that developed between the agencies and the consortium?

3. If you were Robert Casselman and had an opportunity to start over from scratch with a different approach, what would you do?

Case Study 16

Communicating a Vision and Coordinating a Change

Nathaniel Jackson was a veteran administrator, having worked in various administrative positions for ten years before coming to Northside Technical Center. This was his tenth year as director at Northside, and until two years ago, things were going well for him. He had never experienced dissension at Northside before. However, the new ethics project that was to be implemented was causing great concern among the instructors.

Mr. Locks, the mechanics instructor who came to Northside a year after Mr. Jackson, felt that the director, indeed, had the image of the institution in mind. However, he commented, "You would have to know the president to understand his concept of selling. He doesn't really sell anything. He pretty well communicates that we are going to do what is required for the common good." Mr. Jackson could also be described as a confident administrator who knew where he wanted to go and how to get there. He supported the ethics project fully and intended to implement the project through strategies he had developed.

State Vocational Education Act 49-525 mandated that all postsecondary vocational programs include a component of work ethics in their curricula. It was, however, up to the various institutions to develop instructional materials and strategies to implement this new policy. Through his communication with business and industry leaders and by reading numerous articles, Mr. Jackson was already sensitized to the need to implement a work ethics program as an integral part of the curriculum. He was convinced that vocational education would be missing the boat if it did not integrate the teaching of work ethics into its curricula. Consequently, the director developed a plan in which instructors could teach good work habits and also grade the students' performance in the affective domain.

In order to comply with the new policy, the director personally developed forms and a manual for the work ethics program. The director then gave presentations about the project to different departments (i.e., business, electronics). In these small group presentations, he gave a brief review of the research literature. He also emphasized how such a project would reward those students who display good work ethics and how it would inform prospective employers of graduates that might not have good work ethics. The director seemed to convince the faculty of the need for this program by asking them such questions as "How often are you asked by a prospective employer about the work habits of a student?" Though the work ethic project was initiated by the director, he sought input from the instructors on how his proposal could be modified to better meet their needs. This behavior made the instructors feel like they had some input on it. However, he also made it clear that the work ethics project would be implemented.

The director and the assistant directors were convinced that the work ethics project should be implemented in the school so that the needs of business and industry could be better met. However, as one of the instructors said, "I think the director was apprehensive about presenting the proposal to the instructors because he knew it would increase our paperwork." In the lunch room one day, the director overheard two instructors talking. One instructor said, "The director is not very effective in selling his idea to administrators and faculty members. In fact, he was not able to get all the instructors enthusiastic about the project and some feel it will greatly increase their paperwork."

Discussion Questions

1. How did the director communicate his vision to others? What could he have done to improve the communication process?

2. What was Mr. Locks' perception of the director? How was this perception confirmed in the action taken by Mr. Jackson to implement the ethics program?

3. What leadership style was inferred to faculty members by the director's internal planning and development activities?

4. If you were Mr. Jackson, and had just heard the conversation in the lunch room, how would you redirect your efforts to implement the ethics program?

Group V

Implementing Self-Selected Changes and Improvements

Case Study 17
Building a Professional Team

Fred Hamilton became the principal of Southport Technical School six years ago. After six months of careful observation and planning, Fred decided that there was a real need to integrate the vocational and academic curriculums. The curriculums had always been separated at Southport. Fred wanted to make the total set of offerings more meaningful for the students. The main objective, he thought, would be to institute curriculum changes that would enable students to understand why they were taking particular courses and how the courses contributed to career choices. Fred also felt it was of primary importance to deliver the best content in the best manner possible to all students.

A plan was developed to have four content clusters at Southport. Each cluster would include a series of labs with related skills. Vocational teachers served as the cluster nucleus, and academic teachers worked with vocational teachers to provide academic content in vocational settings. Each cluster would be governed by an elected cluster manager. Fred shared this plan with the faculty, the advisory committees, and members of Southport's Board. It was determined that three years were needed to phase in the curriculum integration project. Year one was devoted to planning and model development. During the second year, clusters of vocational teachers were formed. For example, it was determined that of the twenty-one labs, five housed skills related to the construction area. It was then decided that a construction cluster should be formed, and the five teachers concerned elected one of their members to be cluster manager. Southport operated for a year with all the academic departments and four vocational clusters. Then, during the third year, the academic departments were abolished and academic teachers were assigned to the clusters. Again, cluster managers were elected for a three-year period.

One of the project's critical moments occurred when academic teachers were integrated into the vocational clusters. On that eventful day, Fred and the assistant principal met with the cluster groups to make assignments. Many academic teachers were confused. About ten percent of the academic teachers fully accepted what was being done, ten percent objected, and eighty percent were in the middle waiting to see what was going to happen. The timing appeared to be poor because new assignments were announced on the same day that teachers were ready to vote on a new three-year contract. Some of the dissenters tried to use the contract to show their displeasure. However, the contract passed and the integration progressed.

Several teachers filed grievances and went to the board, expressing the belief that the curriculum would be destroyed and Southport graduates would not be able to attend college. However, the board was fully supportive of the integration plan from its beginning. In fact, the board demanded that Fred do more to utilize Southport's strengths for the betterment of all students.

The integration project has been successful. Fred and the assistant principal have worked tirelessly with the cluster leaders and teachers. Teachers who were initially opposed now fully accept the change and are very enthused about what they are doing. They discovered that integration was a more beneficial arrangement for all students.

Southport is now one of twelve showcase schools in the nation and has been named a national model by the department of education. Furthermore, Southport is one of the schools written up in an integration manual that is distributed nationwide. Interestingly, the person who filed the grievance and made a presentation against the curriculum change came back to the board this year and said it was the best thing Fred had ever done at the school.

Discussion Questions

1. What would you consider to be key elements of the process Fred used to initiate curriculum changes at Southport?
2. What lesson can be learned about the importance of administrators working in harmony with advisory committees and school boards?
3. What essential leadership qualities did Fred display as he implemented changes at Southport?
4. Initially, Fred was sure that only ten percent of the academic teachers supported the project. Eventually all the teachers worked to accomplish the objectives of the plan. What does this reveal about the leadership Fred provided?

5. Should any special attention have been given to those teachers who initially opposed the curriculum changes? If so, what should have been the focus of this attention?

Case Study 18
Improving Students' Employability Skills

Prior to his present position, Bill Bradley worked as a high school vice-principal where he had implemented a successful work ethics program. When he became president at Thunder Bay Community College, Bill began implementing a work ethics program similar to the one he previously implemented. Although Bill's leadership provided the major thrust for the introduction of this concept into the curriculum, he involved everyone, including his vice-president and support staff.

At one of the early faculty meetings held to discuss the work ethic concept, Bill said, "I believe vocational education is missing the boat by not addressing the reason why most employees cannot keep a job." This statement seemed to set the stage for what was to follow. Bill shared with instructors the findings of a recent statewide study which showed that employers and managers were not satisfied with graduates' work ethics. He then gave a brief review of the literature on work ethics and presented some ideas he had on implementing a plan to address the poor work ethics of college graduates. Bill and the faculty then developed a list of behaviors that they felt comprised the work ethic such as punctuality, cooperation, and safety. He later submitted the list to each faculty member, who revised it to better meet his or her needs. Later, Bill established the policy that students receive ten hours of credit for good work ethics.

In a follow-up faculty meeting, Bill and several faculty members discussed the subjectivity problem associated with assigning a numerical grade for students' affective behaviors. It was decided there should be no element of surprise in the grading. In other words, the work ethics grade would be assigned on a daily basis and averaged weekly. It was also decided that if a student received below seventy-five percent on his or her weekly work ethics grade, the instructor would have a brief counseling session with the student to isolate and remedy the problem. If, on the other hand, a student received higher than eighty-five percent, that student would get some form of achievement recognition.

When Bill spoke to the students at their orientation session, he explained to them the work ethics polic, at the college. He also pointed out to students the reasons for its implementation, and emphasized that the policy would provide them with opportunities for behavioral changes that might eventually help them to get and keep jobs. The program has now been in place for several years, and the state department is considering implementing such a program in the entire community college system.

In the program's initial stages, instructors at Thunder Bay were a little skeptical of the work ethics policy, but now they support the program because it has helped them keep students on task. In addition, the work ethics grade appears on every student transcript. Prospective employers now look at Thunder Bay graduates' records more closely because they feel the work ethics grade is much more important than a letter of recommendation. The work ethics program has also received support from the school's advisory committees. Bill has been asked to make presentations on Thunder Bay's work ethics program numerous times, and business and industry people really welcome it. In fact, the college has received a lot of good publicity from it through Bill's presentations and an article that appeared in a journal. In addition, Bill has been asked to make a presentation about the work ethics program at a national professional meeting.

Discussion Questions

1. Bill had prior experience with a work ethics program at his former high school. Why did he go through the development stage again instead of just adopting what was done before?

2. What sort of vision for change did Bill present to his faculty members?

3. Although instructors were initially a little skeptical of the work ethics program, they all implemented it and eventually supported it fully. How can this outcome be attributed to Bill's leadership?

4. Why did Bill communicate with employers about the college's work ethics program? Was this action important?

5. The work ethics program was intended to benefit students. How did Bill ensure that it had the desired effect?

Case Study 19
A Good Idea That Lacks Support

One of the many advantages of an area vocational center is its capability to provide expensive high technology programs that a single high school cannot afford. Area vocational centers provide a way to use expensive equipment in a cost-efficient manner. Mark Rich, the Superintendent of Cotton Vo–Tech Center, had implemented some expensive high tech programs at his institution. Not only had the programs been successful, they were efficient because the cost was distributed among contributing Cotton County high schools and other sources of funding.

Mark also believed vocational centers should offer high quality math and science programs. He had an idea to establish some math and science classes at Cotton that were equipped with state of the art laboratories. Mark was convinced such programs would be successful at Cotton. His idea was not to make the programs mandatory but to make them so good students would want to enroll in them.

One day, Mark approached Sam Stone, State Director of Vocational Education, and shared his idea with him. After listening attentively to Mark, Sam agreed it was a good idea and told him he fully supported the concept. Mark then held discussions with the new state superintendent and persuaded him that the concept was a viable one. He then talked with the eight local superintendents who contributed to Cotton Vo–Tech Center and shared with them his aspirations to establish high quality math and science programs at the area center. Later Mark arranged a meeting with all the local superintendents so they could talk with the state director of vocational education, the state superintendent, and himself about any concerns that they might have. In the meeting, there was some serious discussion. However, after that meeting, Mark felt everyone concerned was agreeable to the idea.

After the meeting, Mark began work on another project and then had to travel out of town. As a result, he did not keep in contact with the local superintendents. One of them, Janet Raines, later decided that she did not like Mark's plan. She believed Mark was attempting to take the contributing schools' best students away from them. Janet called her colleagues and convinced them of her view. As a result, at a follow-up meeting later in the year, the local superintendents did not support Mark's plan. He was very surprised.

Opposition to his plan was so strong that Mark had to abandon his plan to implement math and science programs at Cotton Vo–Tech Center.

Discussion Questions

1. Everything was going right for Mark's plan; then the situation changed. What did Mark fail to do?
2. What lesson can be learned from this case concerning less than unanimous support for an idea?
3. If you were in Mark's position and you were convinced your idea was for the good of students, would you abandon your plans or fight for support?
4. What were some of the leadership attributes Mark displayed in this situation? Discuss how he applied them to the situation.

Case Study 20
Implementing the Effective School Concept

Through its academy, the state department for vocational, technical, and adult education sponsors annual workshops and seminars to keep administrators informed about new trends in education. Recently, the state academy has been placing a great deal of emphasis on the effective school concept and has provided numerous guest speakers on this subject. The state superintendent favors the concept, and she has encouraged institutions to allow their administrative teams to attend the effective school courses.

Last year, Gina Bradley, the principal of Wiltshire Technical High School, attended the academy workshop and returned to Wiltshire convinced that she should implement some of the measures associated with the effective school concept. However, she met a lot of resistance from the Wiltshire teachers. Through discussions at staff meetings, teachers told her that they were not trained in the concepts she was proposing and further commented that they had never heard of or taught that way before. The teachers then asked Gina, "Why should we change now?" Gina soon found out that she was having difficulty because she was unable to present convincing arguments. As a result, she had to move slowly in implementing effective school measures. Even though she had shared information with the faculty members at meetings and in informal discussions, Gina still had not been as effective as she would have liked to have been in convincing them to implement some effective school measures.

Gina believed that the movement has a lot to offer educators, and she experienced frustration as she tried to sell her teachers on the concepts. One day, the vice-principal, Jose Gonzales, mentioned to her that the effective school concepts were very different from what many of the teachers were accustomed to or were trained in at the universities. Some felt that it was just a fad that would pass with time. Jose said, "The program must be sold to the teachers and not forced upon them." Jose was even bold enough to tell Gina, "Where you made your big mistake was by not inviting some of your key staff members to attend these effective school workshops with you. Teachers often are more easily persuaded by their fellow teachers than by their administrators." After making this statement, Jose quietly retreated from Gina's office realizing he had said more than he had intended.

After some lengthy deliberations alone in her office, Gina realized she might have made a serious mistake if what Jose said really reflected the truth. She made the decision to correct her oversight by sending key staff members to academy workshops during the coming school year. Hopefully, when these key staff members return from the academy, they will help Gina persuade the staff that Wiltshire should employ the effective school concept.

Discussion Questions

1. Leaders often experience resistance to planned changes from their followers. How should Gina have prepared for this situation?
2. If you were in Gina's position, what strategies would you use to change the teachers' attitudes?
3. Gina intends to have key staff members attend effective school workshops. Will this by itself accomplish the implementation process?
4. What lessons learned from this case should a leader be aware of when implementing change?
5. If you were the principal of Wiltshire Technical High School, how would you go about implementing the effective school concept?

Group VI

Linking with Business, Industry, and the Community

Case Study 21

Building Customized Training and Technical Assistance Capacity

Dr. Sam Stevens, President of Eastern Technical College, made a philosophical decision for the institution to actively collaborate with business and industry. The president put together a collaboration plan that was adopted by the board. This plan contained an outline of ways the institution would actively articulate with business and industry.

Dr. Stevens defined economic development as more than just articulation. It included the design of customized training and technical assistance for business and industry. While interviewing various agencies and business leaders, the president discovered there was a great need for the institution to become more actively involved with them. Dr. Stevens was surprised at the business leaders' comments about retraining and meeting their needs more directly.

Dr. Mike Graham, Vice-President of Instruction at Eastern, also wanted to address the specific training needs for business and industry. Thus, several years ago, a group of people were organized from the college who represented instructional and noninstructional areas. He charged them with looking at all of the resources and options available to better serve business and industry with customized training.

Dr. Graham wanted a more effective means of linking with business and industry to meet their training needs. Up to that time, each of the instructional divisions had coordinators who would work with business and industry to develop and deliver educational products. Dr. Graham felt the problem was that divisions were not talking to one another often enough. No coordination existed between them. He wanted to streamline the operation and to increase Eastern Tech's role in offering courses to business and industry.

A task force was established and assigned to prepare a list of options with recommendations. Economic development coordinators were appointed for each county in the institution's service area. Each coordinator carried a portfolio of products that had been identified by the instructional divisions. Prospective clients would view the products, and the instructional division would deliver them. The economic development coordinator served as consultant and link between the institution and business and industry throughout the process.

It took about three years to sell the instructional divisions on becoming a part of the development and delivery of economic development products. The first year the economic development program was implemented, Eastern had approximately 39 contracts and served about 2,000 individuals. The second year, the institution had 765 contracts and served over 14,000 people. During the third year, over 1,300 contracts and 21,000 people were involved.

Several other developments at the college link with customized training. A technical research park has been established surrounding the campus. Eastern is also connected with a number of national organizations that have their regional U.S. offices at a training center for business and industry. The college conducts a great deal of training and curriculum development for them. Two other benefits gained from this project are staff development and linkages with business and industry that allow sharing of facilities, equipment, and staff members.

Discussion Questions

1. How did the president and vice-president contribute to the success of the restructuring process?

2. What leadership attributes did they demonstrate during the restructuring?

3. Restructuring to meet industry needs has implications for both faculty and staff. If you were the vice-president at Eastern, what guidelines and support services would you develop to facilitate smooth transition to meet industry needs?

4. Identify the key factors associated with successful business and industry linkages evident in this case. What messages do they convey to administrators where linkages of this type do not currently exist?

5. The instructional divisions of the college were slow to participate in the development and delivery of economic development products. If you were faced with a similar situation, what would you do to encourage division participation in a more timely manner?

Case Study 22

Creating an Industry Training Center

Bill Hall, President of Rollington Technical Institute, and Felipe Ramerez, a drafting instructor at Rollington, traveled to Greenburg to learn about a computer-aided drafting (CAD) program being used at Greenburg Industries. They agreed the software was impressive. During the presentation, a software company representative proposed providing free software updates to institutions that agreed to become authorized training centers. On the way home, Bill asked Felipe what he thought about the software company's proposal. Once Felipe said it was a good idea, Bill indicated that he knew it would mean a lot of work for them both, but it would be good for the drafting program at Rollington.

Bill asked Felipe to help with the paperwork and frequently communicated with him about developments. In addition, Bill followed up on many details and helped Felipe interview software representatives. Bill also acquired funding from the state to purchase the software. Bill arranged to renovate a building so the CAD program would have nicer facilities, sent Felipe to training sessions in two states, and hired another part-time drafting instructor so Felipe would have more time to work on establishing a CAD Training Center.

Felipe said, "I think Bill wanted our school to become an authorized training center from the start. However, he knows that for such a program to be successful, I would have to be in favor of it. As a result, he has done a lot of work to get it and has been very supportive of me."

The school's new CAD Training Center is now successful and self-supporting. During its first year of operation, the center completed over twenty-five training contracts with local industries. The center has generated a lot of interest, and Rollington is working with more private industries than ever before. Rollington has also received some good publicity, and the center has received several awards.

Discussion Questions

1. What contributions did Bill Hall make to the CAD Center's success?

2. Which of those contributions might be transferable to other settings?

3. What successes are associated with the new CAD Center program? If you were Bill Hall, how would you use these successes to expand linkages and develop faculty interest across the institution?

4. If you were Felipe's department head, how would you feel about the arrangements that Bill and Felipe had made?

Case Study 23
Is It an Educational or an Industry Problem?

Al Pearson, President of Blue Ridge Technical College, was considered by many to be perceptive of the institution/industry environment and a reliable decision maker. However, Harvey Dillon, one of the instructors at Blue Ridge Tech, commented that a particular incident involving Mr. Pearson may have resulted in bad publicity for the college. This publicity, Mr. Dillon believed, has led to strained relations with an important industry in the county.

During his tenure as president of Blue Ridge Tech, Al Pearson worked tirelessly to develop linkages with business and industry in the county. The college was noted for its staff consulting expertise and excellent community relations. It was not at all unusual, therefore, when Al was approached by Bob Reimer, manager of Blue Ridge Hatcheries production operations, to have the college provide development services for their incubator technology. Blue Ridge Hatcheries had subdivisions in eight counties in the region and provided employment for a large segment of the county's population.

For three to four months after that first discussion, Al Pearson had a number of discussions with Bob Reimer and, at the same time, kept various interested parties at Blue Ridge Tech informed about the situation. Yet, Bob seemed to either be unsure of his company's policy about services or procrastinated in making final commitments. Apparently Bob was not able to make firm decisions, and Al became increasingly irritated by his indecisiveness and conflicting explanations. Then, without any hesitation or doubt in his mind, Al met with Mr. Bee, the Chief Executive Officer (CEO) of Blue Ridge Hatcheries corporate operations, and had what Al referred to as a "heart-to-heart" talk. Within a matter of days after contacting the CEO, Al felt he had the matter resolved.

The end result was that Al made a decision that Blue Ridge Tech would not provide services to Blue Ridge Hatcheries. This decision resulted in a lot of negative newspaper publicity. When Al was asked why he made the decision not to work with the hatcheries, he said, "My faculty members were feeling frustrated, and we needed responses and answers from the hatcheries people. Other avenues from which we tried to get these responses were not favorable." He also said, "I could not allow a soft shoe dance to be done." When asked about the situation, Harvey Dillon explained that even in discussions involving the hatcheries representatives and instructors concerned with the proposed project, "the president made himself available and the faculty members were very pleased."

But at least one instructor stated quite the opposite. She commented, "Mr. Pearson attended a couple of meetings, and when he realized where some of the problems were, he took an aggressive approach. He not only contacted the people at Blue Ridge Hatcheries subdivisions, he issued ultimatums and deadlines. Although Mr. Pearson said his decision was made on the basis of protecting our operation and supporting our staff, look what adverse criticism it has brought us."

Discussion Questions

1. Administrators are often criticized for their decisions. What qualities must an administrator display to remain effective in spite of adverse criticism?
2. Identify possible directions that Al Pearson could have taken, and discuss the relative merits of these directions.
3. Was it appropriate for Al to contact the Blue Ridge Hatcheries CEO?
4. Al Pearson provided feedback to his instructors but apparently made his final decision independent of their input. In this case, was instructor input to the decision-making process relevant?
5. Al Pearson had the responsibility to protect the interest of the college as well as the faculty. Did he accomplish this?

Case Study 24

Building a Technology Transfer Linkage

Monroe Industries, one of the largest trim manufacturers in the world, has one of its plants about thirty miles from Hillsborough College. Hillsborough, a two-year technical college, places a number of its graduates at Monroe. The local plant manager, who serves on Hillsborough's manufacturing technology advisory committee, was the first to mention to Dr. Ron Lowery, Hillsborough's president, that the plant was experiencing production problems. After some discussion, several representatives from the plant presented Dr. Lowery with specific details about the problems. The company uses computers to design its trim, then sends its drawings to independent tool and die makers who hand prepare dies used to stamp out the individual trim pieces. Once the dies are made, the tool and die makers send the prototype trim pieces back to the company where the plant workers key in the reference points. This stage really slows down production.

Perhaps because of his past experience working in industry, Dr. Lowery made the decision to assist the plant and told the representatives that Hillsborough would be more than happy to help them if it could. He then contacted instructors in the college who had expertise in computer-aided design and computer-aided manufacturing and had them analyze the problem. A computer-aided design instructor, a computer numerical programming instructor, and a computer instructor with an engineering background made a careful analysis of the problem. The instructors and Dr. Lowery then developed a five-step proposal for consulting services the college would provide to Monroe. The proposal was to automate the company's process from design to assembly so the handmade dies would no longer be needed. After each step, the instructors and the president prepared a written report and submitted it to the company. At the completion of each step, the instructors and Dr. Lowery met with the company's director of manufacturing and gave her a verbal report detailing what the college had accomplished.

In his address to the board, Dr. Lowery commented that Hillsborough works frequently with industry. However, working with Monroe Industries was a unique situation since it involved technology transfer rather than training. When asked by a board member what transpired in meetings with Monroe, the president informed him, "The instructors and I presented our product and sought feedback from the director of manufacturing." The president further commented he was about ninety-nine percent confident that Hillsborough could perform the work the trim company wanted and was excited about the opportunity. He believed that if the college was successful, it would lead to future work with this company and could open up other possibilities. It was just this point that Mr. Callison, a new board member, was concerned about. He said that some of the board members felt the college was going beyond its mission by entering into direct competition with local firms in providing consulting services. The president responded by saying, "I designed steps in the proposal so the Monroe Industries or the college could back out of the project if either was not satisfied with the relationship. I also thought the company would prefer to pay our school in installments so they would have a better idea of the product they were to receive."

In closing his report, Dr. Lowery stated, "We have completed the first three steps of the project, and the trim company is extremely pleased with our accomplishments. The first two steps have already been implemented by the company, and this relationship has produced another project in which they will be using our school's services." His final comments to the board were that in his ten years as president of Hillsborough, he has always tried to do what was best for the community and for the improvement of the college.

Discussion Questions

1. What are the possible benefits and liabilities to the college if it continues to link with business and industry?

2. How might Dr. Lowery convince the board that benefits outweigh liabilities?

3. What might Dr. Lowery have done differently to gain additional support from his board for the technology transfer project?

4. What leadership attributes might be associated with an administrator who is successful with technology transfer activities?

5. What could be built into this effort to ensure board members that safeguards are in place to prevent work being taken away from private consultants?

Group VII

Enhancing Institutional Visibility and Image

Case Study 25

Improving Community Awareness and Institution Image

When Dr. Cathy Murphy came to Mornington Skills Center as its new director, she was very surprised that the profile and status of the center in the community were not what she thought it should be. She was shocked to learn that the programs offered were not relevant to community needs. After informal conversations with some members of the faculty and staff, she found that a few others felt the same way. The majority of the staff, however, had accepted not being able to do anything about problems, so they had become resigned to not being involved.

Cathy decided the first area she needed to work on was Mornington's community image. She felt sure the poor image was a drawback to the school, so she developed a strategy that took into consideration the internal and external factors that might uplift the image at Mornington. She also decided that this was a job for everyone, and faculty, staff, and students were included in her strategic planning.

Cathy requested participation and involved the students and the staff in community activities such as United Way. The food service staff worked with food fairs. The nursing program staff worked with health fairs. When visitors came to Mornington, she would accompany them into the lab area and turn the instructors loose with them. This gave the instructors the opportunity to say, "This is my program." Activities like these made the instructors more aware of what people were looking for in industry. Also, during inservice training, each faculty member was assigned to go out and visit at least five industries in five days. They could spend any amount of time they needed in that program area, but they were responsible for making the contacts, scheduling the meetings, and writing up what they had found during the industry visits. They were also to follow up on what they had learned.

Part of the strategic plan included the restructuring of the general advisory committee. In the past, advisory committee membership had been less than energetic. Dr. Murphy expanded the committee to twenty-two individuals. Now most members are plant managers, vice-presidents of plants, entrepreneurs, and local business owners who make a strong advisory committee.

As a result of this exercise, the electronics program was restructured. Mornington had always had a consumer electronics program and an industrial electronics program. In talking with area business and industry representatives over the past year, Cathy discovered that most industries needed a general maintenance person. Also, the center was having trouble placing consumer electronics students. This was mainly because electronic components had become so inexpensive that businesses could throw away items and replace them cheaper than they could have them repaired. The new industrial program, therefore, included a maintenance technician component. The component could be part of a welding, machine shop, or drafting program. Fifteen industries became involved with that program. From that group, four engineers helped to develop the curriculum and outcome measures.

After two years of working to improve the image of Mornington, Cathy was very proud of this center and its newly found importance in the community. She felt that speaking to civic organizations was helpful in providing new direction. Mornington now has an open house in April, and each year the attendance has increased. About five-hundred people attended the open house last year.

When John Goodlow, president of the local Chamber of Commerce, visited Mornington, he commented to Mark Francis, the head of student affairs, about the excellent reviews the center was getting from his colleagues. Mark thanked him and told him, "Dr. Cathy Murphy has worked hard on improving the public relations and image of our school. She has gotten us involved with your colleagues in the Chamber of Commerce and industry. She has put in a conference room at the school and has invited local industries to use our facilities, especially when prospective industries are looking to move into the area. In addition, we have been involved in many community activities. A lot of different businesses and industries have been invited into the school to see what we are doing." He also said, "When Dr. Murphy first started working at this institution, she felt that our role was to find employment for the students. She felt we needed to train students to meet the needs of the area industry and that we were not getting the word out to the community about that."

Paul Rodrigues, an instructor in the electronics program, mentioned to Mr. Goodlow, "I am sure the other faculty members feel very positively about what is going on. I think Dr. Murphy is pleased with what we have accomplished, but she is still very actively working at it. She has many more goals in mind that she keeps sharing with us. Now, I think we are more recognized in the community. When I tell someone where I work, they don't say, where's that?"

On completion of the tour of the facility, Mr. Goodlow thanked both gentlemen and entered the director's office for coffee and a final chat before the beginning of the chamber's meeting in the center's conference room. He related to Cathy his impressions of the facility and commented on the conversation he had with the two members of her staff. Cathy replied, "I think some of the faculty members are still in awe. I am the first woman that many faculty have had in vocational administration. I think they accepted that very well. It has given them an incentive to do a better job than they ever thought they could do. They have tried things, and they have been willing to redesign curricula. They have been responsive. They knew it was time to sink or swim. I believe they never had much encouragement in the past. I found out that if the faculty tried to be creative in the past, it was never recognized. Now, I try to recognize anything they do."

Discussion Questions

1. How would you describe Dr. Murphy's management style? Support your response with examples from the case.

2. Based on the management style identified in question one, what do you think happened to weak instructors or instructors who did not fit in with changes at Mornington?

3. Nothing is said about Dr. Murphy's background. What kind of education and experiences do you believe she had that contributed to her being a successful administrator?

4. Do you believe that Dr. Murphy being a woman had any effect on the changes that took place?

5. Identify some of the subtle ways employed by Dr. Murphy to get the faculty more involved in improving Mornington's image.

Case Study 26
Image Enhancement and Public Visibility

James Cook came to Bloomington Technical Center as director a little over five years ago. During the first year in his new position, James spent the majority of his time visiting with county board members, business and industry representatives, people in the participating high schools, and members of various community service organizations. He even joined the local Chamber of Commerce and served as its president last year.

During the first year of his administration, he realized that Bloomington needed to examine both its staffing and its image. Bloomington appeared to be in great need of public visibility and image enhancement. After considerable thought, James decided on a strategy for change that would involve input from everyone associated with the institution.

James set up a series of committees that involved every full-time employee, some part-time employees, and some students in reviewing the institution's strengths and weaknesses. As a result of these activities, he developed a reorganization plan that was rather extensive and involved position changes for half of the personnel within the center. This was a massive organizational change to a structure that had remained constant for fifteen years. Perhaps because James was new to the directorship at Bloomington and because of the impact the proposed changes were having, the news media was attracted to various activities taking place within the district. As a result of the media being interested in the director, he was able to capture their interest and maintain their attention. If one of the employees at the institution was appointed to a committee, James generated news releases to the press about that individual's appointment. As more and more individuals within the organization began to do more things, the institution received greater media coverage. Two female custodians, one who was an ex-wrestler and the other who was a snowmobile racer, attracted media attention and coverage that was also positive. More coverage generated more interest, and more interest generated more coverage.

Everyone at Bloomington acknowledged that James Cook's strategy really paid off in terms of the center's image enhancement and awareness in the community. They felt that he did a tremendous job of pulling together the forces already on campus and coordinating them into a real marketing effort. Ms. Celia Cruz, one of the board members, commented that "one of the reasons we hired James was that he seemed extremely strong in the area of public relations and image enhancement. I feel he took this position as a leadership challenge and has succeeded."

As a consequence of Bloomington's high profile and visibility, the district received equipment donations, a referendum was passed, and legislative support has increased. In the last two years, the institution has received a million dollars in state aid as a special legislative supplement. The board now seems willing to borrow for capital equipment. Enrollment continues to increase and articulation agreements with the high schools are flourishing. Approximately three thousand different activities are conducted at the institution each year that focus on the community. Faculty members are generally pleased with the visibility and image enhancement because it has given them more prestige in the eyes of their peers. When interviewed for the local newspaper, a staff member at the center said, "I think the director has done a very good job building our image and continues to do so."

Discussion Questions

1. James Cook appeared to spend a lot of time away from the center during his first year on the job. Why did he do this?

2. What relationships did the major changes James made have to each other? Under what circumstances might concurrent changes be effective or ineffective?

3. Is James the right leader for the situation or is there evidence that he is a leader for all situations?

4. How might James have dealt with an individual who did not support his strategies and/or goals?

5. What leadership attributes did James display as he effected change within Bloomington Technical Center?

Case Study 27

Participation in Image Building

Vocational Education Week had, in the past, brought with it the annual slogan and activities that somehow never seemed to achieve the high visibility those at Russel Technical College would like to have seen. This year, however, Mark Denny, the newly appointed president of Russel Technical College, decided he would involve his entire staff and use this time frame to enhance the mission and purpose of the small two-year college. He appointed a committee to help with the planning and execution of this project. The committee set about developing promotional displays for the technical programs in the local mall, the centerpiece of activity in the somewhat sleepy town of Russelville. Mr. Denny was sure the support of businesses located in the mall and traffic through the various displays would do much to build the college's image.

The plans were progressing with the working committee until the day the president sent out memos to faculty members seeking their commitment to the project. The faculty balked. How much extra time were they going to spend? Were they going to get paid for doing extra work? These questions seem to spark vigorous debate among some faculty groups culminating in a faculty association meeting where the concerns were aired and discussed. Mr. Ford and Ms. Olivera, who both serve on the executive committee of the association, were chosen to approach and make presentations to the president on the subject of extra pay.

When the two representatives approached Mr. Denny about the subject of receiving pay for working on the planned Vocational Education Week activities, he was surprised and unprepared. He told them that he would consider it and get back to them with his decision. For two days, Denny wrestled with the problem. He felt sure this activity would generate tremendous interest among people in the community and would make a real difference if he had everyone's support. He was confident that it would prove to be a successful venture in promoting the image of Russel Tech. The working committee was enthusiastic. Most of the administrative staff had already consented to spending some time in the mall during the celebration. Why were the faculty being so insensitive to the cause? Why did it have to be a question of money?

Finally he made up his mind, and called a faculty meeting for the following day. Mr. Denny explained to faculty members what the working committee had developed and what they visualized as possible displays. Much to everyone's surprise, the president said that even though it was within his authority to demand the participation of every faculty member in the planned activities, he decided not to do that. Denny said that if the faculty did not want to go to the mall and talk to the people and represent the college, they did not have to. He then invited comments. A lively discussion developed with the faculty, and at the end of the meeting he somehow had the faculty members feeling that if they didn't participate, they were missing out on a great professional opportunity.

Discussion Questions

1. What sort of faculty commitment does image building require? What assumptions did Mark Denny make about this commitment?

2. Why were the faculty members upset with Mark Denny? Was their anger justified?

3. Once he recognized that faculty members were upset, what did Mark Denny do that turned the faculty around?

4. Was Mark's decision to allow faculty participation on a voluntary basis an appropriate one?

5. If you were in Mark's position what would you have done differently to avoid the scenario that developed with the faculty?

Case Study 28

Making the Most of What You Have

The state superintendent for vocational, technical, and adult education called the presidents of all postsecondary institutions together for a three-day intensive planning meeting. The focus of the meeting was the lack of a progressive image displayed by many of the postsecondary vocational and technical institutes across the state. In one of the sessions, Mel Murphy, the director of Portsmouth Technical Institute, commented that he could not agree more with the director on the poor image and quality of vocational education programs and facilities. Several other directors agreed with Mel. However, Mel emphasized that limited funds were available to institutions for image enhancement activities such as program refinement and facilities improvement. The meeting ended with the state superintendent committing all present to do everything possible to improve their institution's image.

On Mel's return to Portsmouth, the first thing he did was to call a meeting of faculty and staff members. In this meeting, he told them what had transpired in the planning meeting. He discussed the state superintendent's desire for postsecondary institutions to build a better image and commented that the superintendent had urged each director to do everything possible to improve the image. When one faculty member asked him about his personal opinion of the situation, Mel commented that he felt, in many instances, the poor image indictment was accurate. This comment seemed to annoy a few of the instructors and others appeared uncomfortable. Sensing this, Mel decided to be honest with them. He said, "It is hard for me to justify a program when it has only a handful of students. In addition, I am ashamed of the appearance of some of our facilities. And finally, I have no choice but to start cutting programs that can not show their worth." After these comments had taken their effect on faculty and staff alike, the focus shifted to working with faculty on the development of a detailed plan to remodel many of the facilities and to start marketing the institution. The remodeling portion of the plan addressed the hallways, offices, classrooms, and many of the labs. In conjunction with faculty, Mel developed a standard form which he used on his inspection tour of classrooms and laboratories. During on-site discussions with instructors, the director went down the list on this form and checked whether the classroom or laboratory needed new paint or a new ceiling and if the machinery needed painted. Other such items were listed on the form.

This strategy seemed to work. The director, assistant director, and most of the instructors got involved. One Saturday, the group pulled up all the dead and overgrown shrubbery. Another Saturday, they planted new shrubbery that the horticulture department had grown. Another day, sodding of some areas was completed. On these Saturdays, Mel provided something for the staff to eat and drink, and everyone who participated actually seemed to have a lot of fun working outside and getting dirty. For inside activities, the electricity program installed new lighting fixtures, and the building trades program did some of the interior painting. All the laboratories received extensive cleaning. Not only did the junk get hauled off, most of the grease and dirt were removed.

Due to limited funds, it was essential that members of the institution do whatever they could to minimize cost. Some of the staff were enthusiastic from the start. They agreed with the director. Others got motivated because they started to see improvement. To provide some sort of incentive for participation, the director traded some working days with the staff so that they would have the benefit of a longer summer vacation.

Letonya Barnes, Head of Hospitality Management, was overheard talking in the corridor with one of her colleagues. She told them, "I believe we have one of the finest looking schools in the state. Our staff seems a lot more spirited than they did not so long ago when they took enrollment for granted because of all the veterans." Her colleague replied, "Most of the staff now realizes that marketing is a part of everyone's job, and we must take pride in the appearance of our school."

When asked to comment on the turnaround of the state of affairs at Portsmouth at a follow-up meeting at the state department a year later, Mel said, "For the most part, the faculty got motivated. However, one teacher in particular did not feel like the activities we undertook were part of his job. Interestingly, his program always had low enrollment. He had been with us for about nine years so I guess he felt pretty secure in his job. He should not have. I cut his program, and I think when I did that the others realized I did mean business about enrollments."

Discussion Questions

1. In what ways did Mel Murphy motivate his faculty to participate in the image-building process? To what extent do you feel the ways Mel chose were fair?

2. What were some of the benefits Mel Murphy's faculty members derived from participation in Portsmouth's image building process?

3. Mel was certainly able to get everyone's attention at the meeting following his return from the state superintendent's meeting. Was it the proper kind of attention?

4. If the faculty members refused to participate, what other approaches would be available to Mel?

Group VIII

Maintaining and Improving Fiscal Posture

Case Study 29
Moving Out of Debt

Dr. Paul Pringle, the former president of Hammons Technical College, had repeatedly promised the governing board that he would exercise more stringent financial management to assure that spending allocations remained within the college's operating budget. But Paul felt there was no reason for concern. He knew most of the board members personally, so he continued to do business as usual. He made no attempt to cut back on expenditures even with programs that consistently had low enrollment. He felt that the faculty members really liked him so he did not want to rock the boat. Problems began when a member of the financial administrative department leaked to the press that the college was operating in the red to the tune of $48,000. This seemed to open Pandora's Box. Hammons Tech and its president became the target of the media, frequently making the front page of the local newspaper. It is believed by many that this negative publicity led to Paul's dismissal.

Dr. Harry Lui came to Hammons Tech as the new president in the middle of the school year. He was informed by the chairman of the board about the institution's financial position and also of the intent to convert Hammons Tech to a state-governed institution within six months. There was, however, a major snag. The state would not accept Hammons as long as it remained in debt.

Initially, Dr. Lui analyzed the institution's budget. After he completed this exercise, he called a faculty meeting and explained the budget details to everyone. He emphasized that to get Hammons Tech out of deficit spending, he needed their help. This was critical to Hammons' existence. He shared with them some of his ideas to reduce the deficit, after which he opened up the meeting for suggestions. The brainstorming session that followed examined possible avenues that would lead to the lowering of recurrent overhead costs. Among the suggestions noted by Dr. Lui was the need to minimize long distance phone calls by mailing letters when possible, to write on the back of paper, and to turn out the lights when the rooms were not in use.

For about a week following this meeting, Dr. Lui spent all his time conducting further budget analysis. He could not believe that the school was in such bad shape. In fact, he wondered how the school's doors had stayed open when it had been in the red for so many years. The following week, he informed all concerned that operating expenses would be cut and programs that had the lowest enrollments would experience the greatest cuts. It became clear that faculty members were split in their support for Dr. Lui's strong measures. Many had comfortable jobs before Dr. Lui came to Hammons Tech. When Paul Pringle was there, they received most of what they asked for and did not have to worry about verifying their program needs.

Two teachers from the trade and industrial division confronted Dr. Lui in his office about their program cuts. They told him that this never happened to them while Paul was president. Dr. Lui politely explained to them that was why Paul was gone and he, Dr. Lui, was now at the school. He also added that he was not as concerned about their cut in materials as he was about the possibility that they would not have jobs the next school year.

Because of the austere measures taken by the president, Hammons Tech was able to get out of debt in six months. This was quite an accomplishment since it had not been in the black for years. In the process, the president did have to cut one program. Hammons Tech is now a state institution and receives good press in the local newspaper. Since the turnaround, a number of local business leaders have shown strong support for Hammons and its programs.

When questioned about his success in a relatively short time, Dr. Lui mentioned, "I really doubted whether I could get the school out of debt in six months. I thought I would give it my best effort, and that was all I could do. I'm happy that we were able to pull it off."

Discussion Questions

1. Dr. Lui inherited a very difficult situation when he took over the presidency. What leadership attributes did he display as he turned the fiscal situation around at Hammons Tech?

2. Although Dr. Lui expressed concern for the job security of instructors, he ended up cutting one program. Were his actions at odds with his pronouncements?

3. Contrast the styles of Dr. Pringle and Dr. Lui. What lessons can be learned from their thoughts and actions during their tenures at Hammons Tech?

4. Sometimes a leader has to be rather blunt and abrupt. When Dr. Lui was confronted by the two instructors in his office, did he seem to act in a reasonable manner considering what he knew about the school's fiscal situation?

5. In spite of the success exhibited in handling this situation, was faculty morale adversely affected? How might Dr. Lui have dealt with low morale?

Case Study 30

Can Adult Enrollment Be of Financial Benefit?

Trenton Technical Center was originally organized as a traditional trade-focused secondary institution. However, a decision was made ten years ago to expand Trenton's offerings to include high tech courses that would further serve the needs of students in the community. At that time, it was also deemed beneficial to convert Trenton to a county vocational/technical center that would serve the counties' fifteen existing high schools.

For many years, Trenton Technical Center and its feeder high schools experienced great growth and could boast of providing quality programs to the community. The light manufacturing industries located in the county provided jobs for graduates, and everything seemed to be going well until three years ago when several of the county's largest employers relocated overseas.

Principals of the fifteen high schools and the director of Trenton Technical Center comprised an administrative advisory committee that reported to the county school board. This committee met two or three times annually to discuss program quality and efficiency, and mutual concerns. At one of these meetings, Denise Barrow, the director of Trenton Technical Center, shared with the other principals the problem of declining enrollment and the adverse effect this was having on program quality. She also presented a listing of the actual costs the center incurs annually to keep its doors open. After she presented this information, she made the point that student tuition would have to increase if Trenton was to continue to operate. This did not go over very well with the principals, and a vigorous discussion ensued. After the issue was discussed for a while, Carol King, the principal of Alcorn High School, said to the advisory committee chair, Ruth Brown, Principal of Carver High School, "We understand that fewer students will mean higher tuition. However, we, like the director, must stretch our dollars because of low enrollments."

The chair expressed her concern about higher tuition and said that she could not give any indication of how favorably the local school board would react to this proposal. Ms. Brown invited other suggestions. Denise then proposed the idea of allowing adult students to enroll in the day programs, and she shared with the committee her thoughts about the many advantages of mixing the two student populations (e.g., raise maturity level of class, increase competition). The idea of placing an adult student with a secondary student was a new concept to the fifteen principals because they came from secondary and elementary education backgrounds. After some discussion, the principals became more open to the concept of mixing adult students with secondary students. Nevertheless, they still had reservations. Sensing this, Denise suggested to the committee that together they would employ a pilot study to test the proposal. The committee then discussed which programs should be included in the pilot study and decided on two of them. The members stressed that Denise should move slowly in allowing adults to enter.

The next semester, Denise allowed four adult students, two in each program, to enroll. She talked with the teachers of these two programs on numerous occasions to find out how the mixture of students was working out. At the end of the semester, she reported to the committee that the pilot study suggested it was beneficial to have adults participate in day classes at the center. Denise also reported that the teachers were pleased with the effect adults had on the maturity level of their classes and that for the new school year they hoped that sixty adults could attend the center during the day. At the end of her report, Ms. Brown commended Denise for the excellent job she did in convincing the committee and the local school board that it would be advantageous to have adult students in the same classroom with secondary students. Ms. Brown commented, "Everyone now supports the enrollment of adults in vocational education classes at our center, and we can certainly see the financial benefits this will bring."

Discussion Questions

1. Why didn't Denise Barrow pressure the principals to accept her idea? How did she convince them to go along with her plan?

2. What leadership attributes did Denise display during the committee meeting?

3. As a technical center principal, Denise was clearly in the minority compared to the fifteen high school principals. How is the group process affected by the composition of the group?

4. What alternative solutions to the financial problem at Trenton Technical Center might have been proposed? Present two or three promising solutions.

Case Study 31

The Politics of Fiscal Improvement

The previous director of Ashville Vocational Center was an extremely conservative individual. When he retired, the board stated that they wanted the school to change its direction. School expenditures had been minimized so extensively that the facilities were in need of repair and its equipment was outdated. As a whole, the school was in a deplorable condition. Ashville Vocational Center needed some major renovations that would cost money. The district was not rich, but it produced more revenue than many of the surrounding districts that had much nicer vocational centers.

The first year Timothy Rhodes came to Ashville as the new director of the vocational center, he did a lot of listening and observing. Tim collected data about the surrounding area vocational centers to find out what the schools were spending annually on equipment purchases and building maintenance. He also obtained information about the revenue generated in these different districts.

Tim found that morale was low. At a staff and faculty meeting toward the end of the school year, Tim described the financial position of the center in detail. He stated that he wanted to give the staff a pay increase and more equipment, but there was not enough money available to do this. Tim then shared with the faculty his strategy for getting more money, some of which would be used for salary increases. He also outlined how the total funding would be spent if his strategy worked. He believed he understood the situation at the center. He felt that staff members needed raises. However, his strategy seemed to awaken a hornet's nest, and cries of "promises, promises" could be heard. Some faculty members expressed frustration, and others were not at all shy with their negative comments. In fact, Mr. Carillo, a recent appointee to the staff, stated that it was rather unethical for the staff to donate time and money to help get the levy approved by the community when he knew full well they were due a pay raise. Tim replied by saying that he wanted everyone to produce and be positive. He mentioned that he was sympathetic to some of their problems, but that there were some people who would complain regardless of the situation. Finally, Tim recommended that if anyone did not want to produce and be positive, she or he had better look for another place to be employed. He spent the rest of the meeting answering questions.

Tim met and talked informally with many of the school board members. He was astonished at how little the school board knew about school finance and realized that this had to change. He arranged to take the board members to three different vocational centers. In touring these other area schools, he was able to show them that Ashville Vocational Center needed a lot of attention. One of these area vocational centers was in a much poorer district than Ashville and was a growing and dynamic school.

Tim then gave a presentation at a school board meeting and formally proposed that the board consider placing a five mill levy on the ballot in January. The chair of the board, Mrs. Perkinson, said, "In the fifteen-year history of Ashville Vocational Center, a millage levy had never been placed on the ballot." Other members expressed concern about creating too much publicity about the levy for fear that it could be detrimental in the long run. When the word about the millage tax got out, Ethyl Lane, the president of Pemtex Petroleum Company which supported twenty percent of the tax base in Ashville, left a message for Tim expressing her displeasure that he had not met with her personally to discuss the implications of a new tax levy. She wanted to meet with him right away.

Discussion Questions

1. Did Tim overlook any important factors when he dealt with the various publics?

2. If you were Tim Rhodes, how would you deal with the problems of discontent and mistrust that are evident among the faculty and staff members?

3. How would you prepare for the meeting with Ethyl Lane? What would you say to her that might get her back on your side?

4. At what point do financial, personnel, and political concerns intersect? As a technical center director, how can you maintain sensitivity to these concerns and the problems they may generate?

Case Study 32
What Goes Around, Comes Around

When Mary Mack, District Director for Rockview Technical Center, was hired, the institution was in a desperate position financially. She had a budget problem right from the beginning. Mary was seen to be a very confident individual who had good communication skills and was very assertive, which perhaps complimented her excellent decision-making skills. One instructor commented, "Mary had the drive to do what had to be done to improve the budget situation." Administrators were laid off, and Rockview lost a few teachers, but Mary encouraged the instructors to build upon programs that were beneficial to the center.

Mary reversed the budgeting process of her predecessor. Instead of top-down budgeting, her philosophy was to go bottom up. This meant that budgeting flowed from the individual instructors to the various division chairs and then to the higher organizational structure. Every instructor and administrator at the institution was involved. Mary called 7:00 a.m. voluntary meetings to discuss the budget. Under the past administrator, no one would have attended these meetings. Under Mary's leadership, the auditorium was full. Mrs. Ross, the home economics instructor, commented, "I don't even like budgeting, but I was there at 7:00 a.m. for the meetings. I am glad I attended these meetings because I became aware of how difficult budgeting was."

Mary explained her style and views on the budget process. She effectively communicated to all concerned that this was the way things were going to be done. Mary was not inflexible, and normally after faculty members submitted ideas to division chairs, she would react to the ideas with comments such as "This is good" or "Can you work this in with another division so we can look at a total school picture?" When people at Rockview Tech learned they were going to have some input in the budget development process they got fired up and contributed numerous good suggestions. When Mary Mack left Rockview Technical Center last year, the institution was operating in the black. Everyone felt sure that the budget decisions made while Mary was director were sound and based on a positive process.

Things have once again changed at Rockview Tech. Every instructor is confused about what is really taking place in budget planning for the new fiscal year. Peter Lupos, the electronics instructor, is frustrated and was overheard saying to a group of his colleagues, "We have been in the budgeting process for the last three months, and I have not been asked to submit my recommendations or concerns at all." One of his colleagues replied that she was not sure whether the new director was following the budgeting practices that Mary had employed so effectively to bring the center out of its crisis. Peter then said, "Well, if that's true, we can safely say that the old guard is here again. I guess we are back to the old way of doing things."

Discussion Questions

1. Every administrator brings his or her own personal style of governance into an institution or organization. What seemed to be happening at Rockview Tech under the new administrator that was different from the past?
2. If you were the administrator that replaced Mary Mack, what would you do to manage the evolving situation and maintain a good fiscal posture?
3. Why were the staff members at Rockview so excited about the budget process when Mary Mack served as director? What leadership attributes did Mary display that contributed to Rockview Tech's fiscal success?
4. Speculate on the type of leadership that was invoked after Mary Mack left Rockview Tech.
5. Why is fiscal solvency so important to the overall success of an institution? Why can't an administrator count on establishing a good plan for fiscal solvency and then just implement and maintain it?

Group IX

Securing and Improving Facilities and Equipment

Case Study 33

Will the Aviation Program Get Off the Ground?

The Big Falls Technical College Aviation Mechanic program is located adjacent to the international airport in the City of Riversdale. This setting provides a realistic instructional environment for both students and instructors. Last year, the city aviation authority announced they had plans to construct a new runway. Drawings presented by the city showed that the proposed runway was going to be built right through the area where the college's aviation mechanic program was housed. The aviation mechanic program building was, in fact, leased from the city school system, who erected the building and made it available to Tech some ten years ago. The property was jointly owned by the city and the airport authority. The city school system leased the building to Tech at $1 a year for a twenty-year period. With the planned new runway eliminating this building, Tech's president, Myrtle Tucker, knew they would need to find another aviation mechanic program location.

Myrtle worked closely with the aviation advisory committee and Tech's construction department to develop a preliminary design for a new building with the idea that it would be erected at another location on the airport property. Myrtle informed the airport manager of Tech's plans and solicited his support. The airport manager did not respond right away so Myrtle followed up with a discussion with the chief executive officer (CEO) of the airport authority. The CEO was very straightforward and stated that "Things have changed. Airport property is valuable and we would lease it to Tech, however, Tech would have to pay the going rate of lease for commercial businesses." This meant Tech would have to pay $30,000 or $40,000 a year just to lease a piece of property. Myrtle suggested to the CEO that perhaps Tech played some role in the airport being successful. She pointed out that when the major airline came in with their big hub, Tech's ability to train aviation mechanics had some influence on their decision to locate in Riversdale. Another major courier service that set up a regional office in the airport was also enthusiastic about Tech's capability. All of Myrtle's comments seemed to fall on deaf ears. Myrtle concluded her discussion with the CEO and decided to seek other support for Tech's cause.

Back at Tech, Myrtle refined her strategy to deal with the situation. She organized a task force of concerned educators and citizens. The task force members held lengthy discussions with the mayor, city planners, and developers. Myrtle also discussed the situation with her political allies who were able to exert some informal influence. The task force worked hard to win support for the aviation mechanic program. Task force members were able to get the state department of economic development involved in the situation who, in turn, assisted Tech in trying to find a possible location. The task force also learned that a big cargo carrier was in need of additional training and suggested that they turn to Tech to provide this training. Several airport locations were being considered for the cargo carrier's proposed new maintenance center, which would employ approximately three-hundred technicians—eventually increasing to about one-thousand technicians.

Little by little, the many efforts began to pay off. The city airport finally won the bid for the major cargo carrier to locate at the airport. The Governor announced that Big Falls Technical College would have a new $4 million facility constructed to provide mechanic training for the major cargo carrier. The latest information reaching Myrtle's office is that the new facility will be built adjacent to the airport. In reporting the good news to the task force, Myrtle said, "This location will make our aviation program the best in the region."

Discussion Questions

1. Why was it necessary for Myrtle to build coalitions and political support?

2. How can economic development information be used to gain support for programs?

3. In what ways did Myrtle apply her leadership attributes to deal with the situation? Why were her efforts so successful?

Case Study 34
The Organizational Entrepreneur

Over the years, Ocean City Community College had housed its health occupations program in a structure ten miles from the main campus. Originally, this location was ideal because of its close proximity to Ocean City Veterans Memorial Hospital. However, that location lost its advantage because students began to work at the hospital on specific full days instead of every half day. In addition to the inconvenience of being isolated from the main campus, the structure housing the program was old and in need of repair. It really did not meet existing needs and would not be adequate to meet the future demands that were envisioned for students enrolling in the health occupations area.

Dr. Belinda Bell, President of Ocean City Community College, had shared her vision of a new health science facility with the chamber of commerce, state legislators, the school's local board, Ocean City's state legislative liaison, and a number of the local business people. She invited community members to become involved with the college and to take an active part in making the health science facility a reality.

Acting on the advice of the health science advisory committee, plans for the health science facility incorporated the latest technological and scientific aspects of the profession. It was decided that the college would offer associate degrees in various health science areas and that classes would be more rigorous so graduates would perform better on certification examinations. Belinda felt that the health science programs were a very important part of the community college's offerings. She also believed that, based on published statistical trends and articles in the journals she read, the health programs would play an even more important role in the future.

Belinda was relentless in her pursuit of funding for the health science center. She cultivated a number of legislative contacts and engaged in frequent conversations with state legislators about the status of development. It was not unusual for her to ask board members and local business persons to contact these legislators to express their concerns and support. In addition to having asked several persons to write letters and make telephone calls, she persuaded four local business owners to travel with her to the state capitol to talk with legislators. Belinda was in communication with someone different every day for several months concerning the health science facility. At specific times of the year, she would unleash the wonders of the culinary arts center on these influential groups of people by having them at the center for scrumptious breakfasts and succulent dinners.

The contract for the new health science building was awarded last Friday. The land has been prepared, but the big event is not over. Belinda has planned a ground breaking ceremony and has asked those key legislators to come and say a few words. Belinda plans to emcee the ceremony personally, and, of course, she will recognize the senator, the representative, and several people from business and industry for their contributions to education. When asked by a reporter for the *Ocean City Times* just what led up to the new development at the college, Belinda replied, "I cannot attribute our success to just one action by one person. It is continuous work by a lot of people that accomplishes the big goals."

Discussion Questions

1. Was Belinda Bell a leader or an organizational entrepreneur? What attributes did she display that might support either of these titles?

2. When planning for facility and program development, what important lessons can be learned from Belinda's experience?

3. Belinda was successful in realizing her vision. Why didn't she just stop there?

4. Both Belinda and Myrtle (Case Study #33) were confronted with similar needs for specialized and very costly facilities; they also employed similar strategies to overcome the leadership of these two college presidents. Did their differences in leadership impact the outcomes of the problems tackled in the respective cases? How may those differences potentially evolve into long-term incremental differences in institutional effectiveness?

Case Study 35

Solving the Problem but Losing the Vision

Summerset Technical Center is located in one of the lower to middle income districts that, together with five other districts, make up the Winterboro School System. Each of the districts has a nine member operating committee who together make up the fifty-four member Board of Governors for the Winterboro School System. All fifty-four board members in the six districts concur and approve any capital improvement at any one of the institutions in the system.

Several years ago, Ava Bright, Director of Summerset, proposed to the operating committee that an addition be built in order to eliminate the hazardous conditions instructors and students were exposed to in some of the center's labs. The roof on the building that housed these laboratories was leaking, and instructors had to cover the machines with plastic whenever it rained. Pools of water that collected on the floors might someday cause an accident resulting in injury to an instructor or student. It was a terrible state of affairs. In her search for a solution to the problem, Ava discovered that vocational schools in the state would be eligible for a fifty percent reimbursement from the state for additions to existing buildings. A clause in the policy, though, stated that replacing a roof, upgrading a heating system, and any minor structural adjustments to a building would not qualify for reimbursement. But, if an addition was built, or alteration made to the external portion of the building in any way, everything would qualify for a fifty percent reimbursement.

Ava recognized the impending need for a day-care center, and felt that the additional space required for reimbursement could be targeted for that purpose, thus saving enormous costs in the long run. Ava developed a plan showing where space would be added to the back of the building, some labs were to be moved and upgraded, and some rooms were to be added inside the building to make the whole project reimbursable. Nonreimbursable improvements would cost $2 million. However, by building the addition at a cost of $4 million, all but $1.5 would be reimbursed by the state. Ava worked closely with her joint operating committee to win their support for the proposed project and received their consent. However, by established policy, final consent rested with the fifty-four members of the board since it was a capital improvement project.

A year passed and Ava continued to work under the assumption that her operating committee was informing the remaining board members who represented the other five districts. Architects, engineers, and financial advisors were brought in to begin the preliminary phase of the proposed project. Apparently, the Springside district board members heard about the developments at Summerset, and the chairman, Mr. Blossom, did not hesitate to voice displeasure. In fact, he raised a big ruckus. When the dust settled, the problem of greatest concern to them was that all capital projects were based on the worth of the district, or, in other words, the ability to pay. The cost for students was also based on actual participation. Springside was the wealthiest district in the state, but it also had low participation. Their percentage of operating costs was probably four percent, but if Summerset added to their facility, the cost of that capital project would be seventeen percent.

The day that stood out in Ava's mind most was the day she received a call at her residence and was told that the board membership of Springside district wanted to meet with her. At the meeting that followed, the board members of Springside district proceeded to tell Ava the problems they were having with the proposed project. They reminded Ava that it required unanimous approval to continue with the project as proposed. To this Ava replied that she was confident of the vote of approval from at least three other districts and that it would be a big mistake for Springside to reject this essential project.

The board was not unanimous in their vote. All was not lost, however, because they approved the $1 million for the improvements. In conversation with her assistant director, Ava said sadly, "I think the board made a mistake because we presently have ninety-eight percent room occupancy. We need more room for a day-care center. For $500,000 more, a nice facility could have been built."

Discussion Questions

1. Ava Bright had a vision of what Summerset Vo–Tech Center could be well into the next century. What should she have done to ensure that the vision became reality?

2. What are the key points in time that Ava should have used to sell this vision to the total board?

3. Both Ava and Belinda (Case Study #34) were confronted with similar situations; each envisioned a future for their respective institutions that necessitated a costly investment in state-of-the-art facilities. What strategies did Belinda employ to achieve success that could have been employed by Ava.

4. Compare the leadership attributes displayed by both Ava and Belinda. What leadership attributes did Ava fail to display that may have proved effective in the situation she confronted?

5. How do the governance structures of Summerset Technical Center differ from those of Ocean City Community College. What implications does this have for organizational dynamics in the respective institutions? Do you think that is typical of most similarly governed institutions. To what extent do such institutional governance cultures impede or nurture organizational entrepreneurship?

Case Study 36
"Wow! Did I Mess Up!"

Autumn Valley Vo–Tech Center was in the process of constructing an addition to the existing building, starting new programs, and upgrading equipment used in various laboratories. It took a great deal of coordination to make this happen because of the complexity of the state's governance structure. Altogether, the work placed a great burden on Mr. Maurice Whitman who served as director of Autumn Valley.

The state required, through established policy guidelines, that each of the eight individual school boards contributing to the center's operation concur on any resolution which involved approval of financing. There was also the need to file appropriate forms with the state department of education and other agencies at the state capitol. Because of this very complex process, an architect was employed as project consultant and a local attorney was selected to handle the legal work.

As the completion of the project's first phase drew near, it was discovered that an error had been made in the legal advertising required under the state's legal policy manual that controls all aspects of school building design and development. Barbara Johnston, the head of fiscal control at the state department, informed Maurice Whitman that the bidding process policy clearly stated that at least five contractors should have been invited to bid on this project. Although they felt that this violation was not deliberate, it was unfortunate because it presented a problem for the release of funds. Maurice informed Barbara that this would present a major problem for Autumn Valley because construction had started, and money was needed to cover the costs already incurred. Barbara expressed her regret but informed Maurice that at best it would take about six weeks, plus some special meetings by the state department, the attorney, and the school board to resolve the problems that were created by noncompliance. As it turned out, the local attorney, Mr. Bergeman, did not have the expertise in financing of school construction that was needed to perform the job. At the next school board meeting, the state director for vocational, technical, and adult education was present. The state director indicated to the board that certain things should have been done by the attorney that had not been done. The state director then advised the board that a bond counsel, a specialized attorney, be hired to ensure that the other phases of the project would be completed without problems.

At a subsequent meeting of the state department and the board, it was discovered that there had been minor violations in the architectural designs of certain areas within the facility where provisions should have been made for handicapped persons. The state director told the board that in a situation like this, it was very easy to rely on the expertise of consultants. "You may take it for granted that the architect designs the facility the way it should be designed, but sometimes architects get carried away with aesthetics." He warned the board members, "Although the present violations could be easily corrected, there were approval steps in the process where one should approve what the architect does." This, he reiterated, was extremely important because if major violations were found it would prove costly to correct at a later stage of construction or completion of the facility.

When the chairman of the board related the findings to Maurice, he said, "I don't believe that it was perceived by the state director that you or other people at Autumn Valley did anything wrong except maybe make an error in judgment. I think he felt that both our attorney and architect made some mistakes." After Maurice realized what had happened, he thought "Wow! Did I mess up!" This was the most frustrating experience he had been through in a number of years.

Discussion Questions

1. To what extent would you blame Maurice for the state of affairs at Autumn Valley Vo–Tech Center?
2. Maurice hired outside consultants to ensure the coordination of a very complex project. How might he have otherwise achieved this assurance?
3. Having hired the consultants, what could Maurice have done differently to prevent the increased costs and delayed funding that finally resulted?
4. When confronted with the costly delays and errors in judgment, Maurice thought to himself, "Wow! Did I mess up!" If you were Maurice, what would you do now?

Group X

Handling Crises

Case Study 37

Making A Student Discipline Decision

Melissa Wong was so angry she was being reprimanded for doing her math homework during drafting class that she blew up. She was shaking all over and choice expletives seemed to erupt from this defiant young lady. She was boiling, and in her moment of abandon, she decided that someone must hear her out—today. In this frame of mind she raced out of the drafting room and down the corridor to Mr. Kirkbaum.

Henry Kirkbaum was a pleasant administrator. He had served as president of Ridgeway Technical College for about twenty years. Most of his staff would tell you that he is adept at conflict resolution. Henry has been seen to maintain control and remain effective in many difficult situations. He has, in the past, displayed keen practical judgment and respect in dealing with others. When Melissa Wong stormed into his office followed closely by the drafting instructor on that hot and humid May morning last year, Henry was busy with graduation preparation details. Quietly and without any show of emotion, Henry asked, "What seems to be the problem today?" He listened attentively to the emotional outburst of the young lady standing across from his desk, and after she had unloaded her pent-up emotions, he instructed her to calm down and go back to class.

After Melissa had left Mr. Kirkbaum's office, Jerry Coles, the drafting instructor, explained that he had established in his class a policy which forbade students from doing homework required in other classes during drafting class time. Jerry told Henry that he had talked to Melissa the day prior to this incident telling her not to do her math assignment during drafting class. Jerry also mentioned that he had experienced problems before with Melissa and that he was at the end of his rope where she was concerned. Jerry stated, "Her language and actions are intolerable. In fact, she was in such a rage today, I thought she was going to kill somebody. That's why I followed her to your office. I knew she was going somewhere, and I wanted to find out where she was going."

After listening to both sides of the incident as told to him by Melissa and Jerry, the president felt that he would not take sides at that point. He decided instead to place the responsibility of decision making squarely on the instructor's shoulders. He requested that Jerry think the situation over in order to provide an opportunity to let tempers cool before looking at the situation objectively and deciding on the best solution to the problem. Jerry did as requested, and, subsequently, he weighed the pros and cons of the situation.

When Jerry first talked to Henry, he expected Henry to back him by throwing Melissa out of school or at least giving her a thirty-day suspension. In conversation with one of his colleagues, Jerry stated, "I knew I was within my rights because I had reminded Melissa of my policy the day prior to the incident. I had the impression though that Henry was not going to dismiss Melissa based on a snap judgment because both of us were frustrated over the situation." After tempers calmed and Jerry reflected on the incident with Melissa, he realized that Henry did the right thing. If something had been done like suspending Melissa for thirty days it would perhaps have ruined her career. Melissa probably would not have returned to classes at Ridgeway.

Melissa eventually realized that teachers were not against her, and although there were rules to be obeyed when she erred, both the administrator and the instructor showed concern for her receiving a good education that would make her employable. She went back to class, completed all requirements, received a certificate, and eventually became employed at a high-tech firm where she works with computer-aided designs for home construction.

Discussion Questions

1. Henry Kirkbaum could have ordered Melissa out of his office because of misbehavior. Why do you suppose he did not do that?

2. What lessons can be learned from Henry Kirkbaum's handling of this situation that involves an instructor's class policy?

3. The instructor initially felt that Henry did not do anything. In actual fact, Henry did make an immediate decision. What was it?

4. What leadership attributes did Henry display as he dealt with this situation?

5. If you were Henry Kirkbaum, how would you have dealt with this situation?

Case Study 38
The Incident That Didn't Get Publicized

Cathy Murphy, a student at Brandon Community College, had a history of being in trouble and being very vocal. One day an incident occurred on campus that was potentially explosive. Cathy and Peter Thompson, a male security guard at the college, had a confrontation. Cathy had been repeatedly fined and reprimanded for parking in the president of the student council's parking space. Today, the confrontation between Cathy and the security guard became so heated that Peter arrested Cathy.

Dr. Lucy Hall, President of Brandon Tech, learned of the arrest from an excited student who burst into her office practically out of breath. Lucy immediately realized the seriousness of the situation and acted immediately. Apparently in the heat of the moment, insulting words were exchanged between Cathy and Peter. On arriving at the scene of the incident, Lucy found a noisy group of students shouting protests at the security guard for putting Cathy under arrest and placing handcuffs on her. Lucy quieted the noisy students with assurances that the situation would be handled in the proper manner. She ordered all those who witnessed the incident to report to her office immediately. Lucy then turned her attention to Cathy and Peter. Cathy was still being quite vociferous, issuing threats of lawsuits for harassment and assault. Lucy told them both that she would prefer to review the situation in her office and not in the parking lot. She requested Peter to remove the cuffs from Cathy wrists, which he did, and the trio marched off to the president's office.

On arrival at the office, Lucy invited the dean of student affairs to join them in her office. Lucy then told both Cathy and Peter that she wanted to find out what really happened, and in order to be fair to all concerned, she would like them to tell her their side of the story. Lucy wrote all of this down and requested that they both read what she had written. Lucy also requested that Cathy and Peter sign their names to attest to the accuracy of her transcription, and they both complied. Additionally, agreement was reached that no further action would be taken by either Peter or Cathy until the president had an opportunity to get statements from witnesses and carefully review them.

The next thing Lucy did was to interview everyone who had witnessed the incident. Lucy asked each interviewee to describe what he or she saw. Each interview was typed by the secretary, and each interviewee read the transcription to ascertain its accuracy. If the witness wanted to make any changes, Lucy had the secretary revise it. Regardless of whether any changes were made, Lucy had each interviewee sign his or her transcription indicating its accuracy.

After reviewing all the transcripts, Lucy realized that the situation was indeed an explosive one. A potential lawsuit existed because words were exchanged between Cathy and Peter and some physical contact may have occurred. Lucy wanted to be fair to all parties and discussed her findings with Cathy and Peter. They were both impressed with her sincerity and respect in dealing with them. Cathy later told the president of the student council, "No doubt the president of the college was sincere in wanting to be fair, but I know she was also concerned about whether the college was going to get any adverse publicity."

In conversation with one of his colleagues, the dean of student affairs commented, "Lucy diffused the situation by the way in which she handled the incident. There was no legal action taken nor did any adverse publicity follow." The dean also mentioned that, "Peter, Cathy, and the witnesses seemed impressed with the manner in which Lucy dealt with them. Apparently Cathy must have had a change in attitude because she stayed in school and also improved her performance in class and her behavior as well."

Discussion Questions

1. Dr. Lucy Hall seemed to communicate effectively with everyone concerned. How did she accomplish this?

2. In her role as disturbance handler, what was the image Lucy portrayed to students?

3. Lucy played many roles (investigator, judge, counsel) as she dealt with the situation. Discuss any alternative roles you might have played if you were in her position.

4. Why do you suppose Lucy invited the dean of student affairs to join them in her office? Would you have done that? Why or why not?

Case Study 39

A Lawsuit with No Quick Fix

Noel Harvey, the assistant director of Rosemount Vocational Technical Center, was having breakfast and reading the morning paper when the headlines seemed to jump out at him, "Board Sues Tech Center." Excitedly, he read the article searching for details. Apparently the issue was the house that had recently been sold by the board of education. Rosemount construction students had been working with Fairview High School construction students on the housebuilding project. Once completed, the house was sold by the board of education, and a short while thereafter the brick work on the house exhibited unsightly cracks which were determined to be caused by foundation failure. Although not the director of Rosemount, Noel was rapidly considering what he was going to do. The director, Mr. Pakeman, was in the hospital recovering from open heart surgery and, therefore, could not be informed of the impending lawsuit.

When Noel arrived at the office that morning, he was told by the secretary, Ms. Carla Merren, that the vice-chancellor of vocational education at the state board of regents had called and expected him to return his call as early as possible. Noel returned the call, and he could tell that the vice-chancellor was worried about the suit. Noel told him that he was going to discuss the situation with those involved and there was no reason why Rosemount Vo–Tech should not be able to resolve the situation satisfactorily. The vice-chancellor told Noel that he was leaving it up to him and that little, if any, assistance would be given by the state board of regents. He told Noel, "Do what you have to do."

While conducting an investigation, Noel learned that the superintendent, employees, and teachers in the program all knew Rosemount Vo–Tech Center and Fairview High School had worked together on various projects. However, the board of education did not realize that Rosemount had been working with Fairview on construction projects free of charge. Apparently it was never communicated to the board how much Rosemount was contributing to the success of the program at Fairview High.

Noel became angry because the people at Fairview High had never informed the Rosemount director that there was a problem. However, Noel tried to deal with the misunderstanding in a way that both institutions would benefit, and at the same time, be aware of the fact that Rosemount needed to work with Fairview because Fairview eventually sends students to Rosemount Vo–Tech Center. Noel informed the board of education that although Rosemount did not charge for the cooperative service it performed, it did have a work order policy. The work order for construction named in the suit that was signed by the principal of Fairview stated categorically that Rosemount Vo–Tech Center would not be responsible for work completed that resulted in a malfunction. All work was done solely for the purpose of student learning.

Finding a solution turned out to be a long drawn-out procedure. The newspaper people had to be dealt with. The superintendent of schools suddenly became seriously ill. Then the board did not meet for two months. Noel felt the board was trying to blame the center for a problem that was not its responsibility. He said aloud to himself, "We have the facts, figures, and a signed work order."

Discussion Questions

1. Noel found himself in the delicate situation of having to deal with the press concerning the impending lawsuit. If you were in his position, how would you handle the press?

2. How would you try to convince the board that they had made a wrong decision to sue?

3. Describe what you would do to ensure that, whatever the outcome, a good working relationship between the two institutions would remain intact.

4. What alternate scenarios are possible for the resolution of this case?

Case Study 40

Promiscuity or Fabrication?

When Billy Barton arrived home from school one day, he told his mother that a girl by the name of Teresa was incredibly promiscuous with some of the boys in class. "During agriculture class," Billy told his mother, "Teresa would slip away with one of the boys, unnoticed by Mr. Deere, the instructor, and go into the storage room. I've caught her doing some heavy stuff." Billy related all the sordid details to his mom. She was flabbergasted, and swore that she would do something about it. Billy's mother called Mr. Strickman, the director of Summers Vocational Center, and told him what Billy had described to her. She said she was upset that something of that nature could have taken place during class and then threatened to take radical action.

Mr. Strickman was initially quite concerned about the allegations that Billy's mother was making. He was also convinced that Mrs. Barton, the "town crier" as she was referred by others, could spell trouble for Summers. Mr. Strickman quickly walked over to the agriculture labs where he met with Mr. Deere. He looked around the empty lab until his eyes rested on the sign which read "storage room." Mr. Strickman then asked Mr. Deere if he thought it was possible for Teresa and a student of the opposite sex to have been engaged in promiscuous activities in the storage room when his class was in session. Mr. Deere replied that he didn't believe it occurred, but that it was possible.

Mr. Strickman then consulted with Mrs. Peabody, the learning disabled/ handicapped counselor, who had worked closely with Billy and found out that Billy was often dishonest and unreliable. Mrs. Peabody was of the opinion that Billy had a fertile imagination and warned that anything he said should be thoroughly investigated before any action was taken. Mr. Strickman and another counselor interviewed several of the boys in class who had been accused of being involved with Teresa. Then Mr. Strickman and two of the female counselors interviewed her.

From the interviews, Mr. Strickman and the counselors became convinced that Billy had fabricated the story he told his mother. Mr. Strickman called Billy's mother and informed her he had found no evidence that Teresa had done anything promiscuous with any of the boys in the agriculture class. He conveyed to Mrs. Barton that his investigation was very thorough and that he and the counselors could find no evidence to support what

Billy claimed he had witnessed. Mr. Strickman did not sense any change in Mrs. Barton's attitude during his conversation with her, and he never received a confession from Billy that the story was fabricated.

Discussion Questions

1. Why was it important for Mr. Strickman to get the facts and search for the truth associated with this incident?

2. Billy's mother seemed determined to embarrass Teresa, Mr. Deere, and the school. If you were Mr. Strickman, what would you do to encourage Mrs. Barton to drop the matter?

3. Billy was found to be frequently dishonest and unreliable. Mr. Deere conceded that it was possible for a male and female student to be in the storage room without adult supervision. Billy never confessed that he fabricated the story. What could be done to tie these loose ends together?

4. Perhaps the person who suffered the greatest embarrassment was Teresa. What would you do to restore her self-esteem?

5. How did Mr. Strickman go about collecting the facts? Would you have proceeded differently?

Case Study 41

The Missing Policy

When Dr. Brian Childers became director at Petersville Technical Center, there was no salary committee. In addition, no formal policy existed explaining the placement of nondegreed vocational instructors on the salary schedule. The salary of nondegreed vocational instructors had been a controversial issue at Petersville Tech for quite some time. Many academic teachers felt that nondegreed teachers were being paid too much. They contended that teachers with college degrees should get paid more regardless of the occupational experience of the vocational teachers. Nondegreed vocational teachers, on the other hand, felt that they should get paid for their occupational experience.

Brian rapidly became aware of these strong opposing feelings among the instructional staff. Before Brian was employed as director at Petersville Tech, he served on a visiting committee for the center's five-year evaluation. The visiting committee had recommended that Petersville Tech develop a salary plan for its nondegreed instructors, but apparently the former director had done nothing to alleviate this situation. Brian initially viewed this as a formidable task because of the strong feelings surfacing about the issue. It threatened staff cohesiveness and even slowed progress in integrating program components that would prove beneficial to student achievement and improved standards. Something had to be done.

To assist him in this task, Brian formed a salary committee that consisted of three vocational teachers and three academic teachers. Brian then held a salary committee meeting where he encouraged everyone on the committee to voice their opinions. Brian asked a few questions, but he primarily listened. During the committee meeting, Brian realized just how tough the task was going to be. Mrs. Conway, the history teacher expressed the view, "What vocational teachers refer to as experience is sometimes dubious and often difficult to verify. It could be experience gained in doing things the wrong way many times over." Of course, this statement was rebutted forcefully by the vocational instructors.

After the meeting, Brian began developing a salary schedule proposal for nondegreed vocational teachers. It took him about two weeks to develop and refine the document. Brian presented the nondegreed teacher salary proposal to the school board, and they passed it. He then disseminated information about the schedule to the faculty members through memorandums. Brian was pleased the board had accepted the proposal because he was strongly in favor of his teachers furthering their education. The academic teachers were happy with the plan because it required nondegreed vocational teachers to take three three-hour courses before they could receive a salary increase. The nondegreed vocational teachers were upset with the policy because they realized they would have to spend much of their spare time and the summer break completing staff development courses at a local university. They have, therefore, decided to "work to contract" until salary inequities are resolved to their satisfaction. This, in effect, is a work slowdown that has the potential to cripple the center's capacity to meet students' needs.

Discussion Questions

1. What could Brian have done differently to insure that the vocational teachers accepted a salary proposal that included staff development?

2. Now that the proposal has been accepted by the board for implementation, and it has not been fully accepted by the vocational instructors, what must Brian do to change this situation?

3. How would you go about selecting and providing the right incentives for nondegreed vocational teachers to insure that they accept the policy?

4. What lessons may be learned from the process Brian employed? When is a policy better than no policy?

Case Study 42

Who Is Negligent, the School or the Manufacturer?

Randy Gordon was a senior at Maple High School and one of the best wood technology students in his class. One day he tried to do something he should not have done, and he caused serious injury to himself. He was making some rather intricate cuts on the bandsaw without using a pushstick and may have lost concentration momentarily resulting in severe injury to his right hand.

Max Roach, the wood technology instructor, immediately applied first-aid to the wound and rushed Randy to the nurse's office. Next, he called Randy's mother asking her at which hospital she preferred her son to be treated. She had nothing in mind and seemed in shock at the news. Finally, she mumbled something which sounded like "no insurance."

Max was about to decide which hospital he was going to take Randy to when Mr. Beale, the principal, overheard the conversation he was having with Randy's mother. Mr. Beale interrupted to ask if he could handle the situation. He talked to Randy's mother and suggested to her that Randy be taken to Maple Medical Center because they had specialists in the area of fingers and reattachments. Mr. Beale called the medical center and described the extent of the injury. When Randy arrived at the medical center, he was treated immediately.

Max was glad that Mr. Beale was there to relieve him of the responsibility of taking Randy to the medical center. He was under a lot of stress at the time. Max had mixed emotions because he was concerned about Randy's possible loss of use of his right hand. He was also concerned about how the other students in the lab were reacting to the situation. On his way back to the wood technology labs, one of his colleagues met him in the hallway and told him he was sorry the accident happened, but if it had to happen, he was glad it had not happened in his metal lab.

While sitting in his tiny office documenting the incident after the students had left the lab, Max said to himself, "I guess the other lab instructors were relieved that it had not happened to them." He knew that he was not negligent and neither was the school. "For

Pete's sake, why did Randy try to do it alone rather than ask for help?" he muttered silently.

About a month later, Randy's mother notified the newspapers, and they called the school to get interviews. Randy's mother's attorney also called Mr. Beale to inform him that they intended to file a law suit against the manufacturer of the bandsaw on which Randy's hand was injured.

Discussion Questions

1. The type of publicity this incident might generate would not be beneficial for Maple High. How would you deal with newspaper reporters?
2. What leadership attributes did Mr. Beale display when he became aware of the injury to Randy's hand?
3. In the case of negligence, would you cooperate with the attorney to seek compensation for damages Randy suffered?
4. What would you do to try to dissuade Randy's mother from taking the line of action she took?

Group XI

Resolving Staff and Student Problems

Case Study 43

A Rich Initiation to Teaching

Mark Rich, Principal of Green Acres Vo–Tech Center, hired Maria Contreras last summer to replace a retiring cosmetology instructor. Before school began, Mark took the time to teach Maria the instructional and grading practices used at Green Acres. He provided her with a complete course of study and pointed out to her the need to individualize instruction. Mark told Maria he firmly believed individualized instruction was more student-oriented than just having the students turn the same page in the "song book."

During the Fall semester, Mark observed Maria teaching. Since he noted that she was teaching by traditional pedagogical techniques, he talked informally with her about the need to individualize instruction. After further observations, Mark concluded that Maria had an unrealistic expectation that all students could progress at the same rate. Also, he noted that she was overemphasizing cosmetology business management practices. Mark decided that it was time for him to act.

During an informal discussion at lunch the day following his last observation of Maria's class, Mark asked her how she felt about her students' progress. Maria's comments were very negative; she mentioned that many students were lagging in skill development and seemed incapable of comprehending the subject matter. Mark took this opportunity to again point out that perhaps her method of instruction was not contributing to the students' learning styles. He told her, "I have always encouraged our instructors to individualize their instruction whenever possible. Perhaps individualized instruction would be most appropriate for your students because many of them are disadvantaged and need to progress at different rates." Mark knew he had a real problem when Maria implied she did not really want to teach disadvantaged students.

Following the discussion with Maria, Mark met with Heather Hall, the director of full-time programs, and discussed with her the need to work with Maria. He pointed out to Heather that it was essential for her to encourage Maria to utilize individualized instruction in her cosmetology class and to change her attitude towards teaching disadvantaged students. Mark also told her that a change in Maria's attitude was important because historically the cosmetology program had attracted many disadvantaged students. He said that he was concerned because the field had jobs available for graduates. Heather promised him that she would do all she could to assist Maria in implementing individualized instruction.

Later that same day, Mark arranged for Maria to visit a local beauty salon with him where Michael, one of their cosmetology graduates, was employed. The following day Mark picked her up at lunch time and took her to the salon. Together they observed Michael work as an assistant to six experienced beauticians. Michael worked hard shampooing customer's hair and keeping everything in order for the beauticians who were busy with their clients. Michael was also extremely friendly to the customers. It was obvious that the customers, who were mostly senior citizens, liked Michael. On their way back to the center, Mark made the point to Maria that even though Michael was culturally and academically disadvantaged, he was important and successful. He also told her, "I think our cosmetology program would be doing a disservice to the community if it did not attempt to help special needs students."

Observing Michael at work enabled Maria to recognize the importance of teaching disadvantaged students. She incorporated individualized instruction in the cosmetology program, and now works extremely well with disadvantaged students. In fact, this year Maria was nominated the most outstanding instructor at Green Acres Vo–Tech Center.

Discussion Questions

1. Why is it important to be concerned about faculty members' instructional practices? Does this include observing teachers?

2. Maria had set high expectations for her students and was disappointed when they did not attain the level of achievement she desired. How did Mark handle this situation?

3. Should Mark have involved Heather Hall in the instructor review from the very beginning or later in the process? Take a position and defend it.

4. Mark's actions brought about an attitudinal change in Maria. Why did he employ the approach he did rather than issuing ultimatums to Maria?

5. What leadership attributes did Mark display as he handled the situation?

Case Study 44

What is Best for Elena?

Elena Pasos, a high school senior, was enrolled in marketing education at Benson Vo–Tech Center. During her freshman and sophomore years at her home high school, she seemed to be academically capable and was believed to be college bound. However, something went wrong. At Benson, Elena did not appear to be motivated and was identified as a problem student. Before the end of the first semester, she was sent to the guidance counselor, the adult coordinator, and the director several times for minor rule infractions.

Dr. Nathan Smith, director of Benson Vo–Tech Center, had issued minor punishments to Elena for disobeying the center's policy on smoking. Once he suspended her for a day and quite recently he had suspended her for three days. Nevertheless, Elena continued to disobey center policy. It seemed to Nathan that she exhibited total disregard for the center's no smoking policy, and he discussed Elena's behavior with Marty Monroe, the center counselor. After her last infraction, Nathan contacted her high school principal and informed him of Elena's behavior, and he recommended to the principal that she be removed from the marketing education program at the end of the semester.

When Elena's mother learned of Nathan's recommendations, she requested a meeting with him to discuss her daughter. Nathan consented to a meeting the following day. He then contacted Marty Monroe to alert him to the possibility of meeting with Mrs. Pasos the following day.

Marty felt that Elena enjoyed the more permissive environment of the vocational school. He and the adult coordinator had tried to work with Elena, but her behavior did not improve. Marty was also troubled that Elena consistently denied any wrongdoing, even when she was caught smoking at the center. Because of this continued response, Marty became convinced that further attendance at Benson Vo–Tech Center would not help her, and that she interfered with other students' learning. But he was a little anxious about the possible meeting with Elena's mother. He thought to himself, "You never know how a parent will react when you tell her negative things about her child." However, despite these concerns, Marty knew that he and Nathan had documented all of their interactions with Elena.

During the meeting with Elena's mother, Nathan explained that Elena continually violated center policy, and that even though the staff worked with her extensively, her behavior was getting worse. He asked Mrs. Pasos if she knew that Elena smoked, and she said she did. He then told Mrs. Pasos that her daughter denied any wrongdoing every time she was caught violating a school policy. He finally told her that he was actually doing her and her daughter a favor because if Elena got suspended again, she could not graduate. Nathan stated that, "Our staff has done everything they can to help Elena, but your daughter just cannot handle the vocational environment." Mrs. Pasos shared with Nathan some problems she was having with Elena and told him that Mr. Pasos, Elena's father, had abandoned them. Mrs. Pasos explained that her husband was one of the causes of Elena's problems. Mrs. Pasos went on to express disappointment with her daughter's behavior, but she failed to agree that removing Elena from the marketing education program would help her.

Discussion Questions

1. Elena did not seem motivated and was identified as a problem student. Would removing her from the marketing education program really help her?

2. Do you believe that the center's staff made every possible effort to bring about behavioral changes in Elena?

3. Would you have contacted Elena's mother before or after you made a decision involving her future?

4. Based on his knowledge of the situation, did Nathan make the best decision concerning Elena? What other variables might he have considered that could have been the cause of Elena's behavior?

5. If you were Nathan, what would you do following the discussion with Elena's mother?

Case Study 45
Is It an Instructor or Student Problem?

Mary March has worked in educational administration positions for fourteen years. For the past six years she has been Director of Smith Area Vocational-Technical School in Smith City. The full-time student enrollment at the institution is six hundred, and the part-time student enrollment exceeds forty-five hundred. Thirty-eight full-time faculty and one-hundred ninety part-time faculty are employed. When Ms. March was asked what helped her most in becoming a successful administrator, she replied, "Personal drive and wanting to always do better." Ms. March also feels she is current and up-to-date in her profession, innovative, and open. She views herself as having a sense of humor, being willing to listen to others, easy going, willing to experiment, and having high expectations.

Last year, Ms. March dealt with a problem with a business instructor who was having several student discipline problems. The instructor had high expectations for his students. His attitude was that when students did not perform up to his expectations, they should get out of the program. A student with a behavior disorder problem left this instructor's class early one day. The business instructor sent the student to the assistant director's office to be disciplined for leaving class early. The assistant director told the student that he would miss break for a week and would stay late after school that week to do school work. The business instructor came to Ms. March dissatisfied with this punishment, and he requested that the student be removed from his program.

The first thing Ms. March did was to talk with the assistant director. After talking with him, Ms. March found out that the student had been talking to the counselor the day of the incident and then had returned to the business classroom. The instructor was not visible, so the student left. Ms. March then went to talk with the instructor and told the student's story. The instructor was adamant that the assistant director's punishment was not severe enough. Ms. March talked with the instructor a second time to discuss the student's problem. The instructor then informed the director that he would not allow the student to take the final examination since he had missed his class talking to the counselor.

Ms. March arranged for the counselor to meet with the student again. The counselor convinced the student to try to appease the instructor. Then, the counselor tried to convince the instructor that the student should be able to take the final examination.

However, the instructor still refused to allow the student to take the final examination and insisted that the student would fail. Ms. March then talked to the business instructor again. She informed the instructor that the student had a legitimate reason for missing his class, and that she would have to give the final examination to the student. She also told the instructor that she would pass the student if the student had a passing grade.

Ms. March felt that the instructor was running the business program like a business. She agreed with the concept to a point. However, in this instance, Ms. March felt the school was obliged to help the student with his behavioral disorder. In addition, the director had begun to think less of this person as a business instructor. In another incident, the instructor had lost his temper and shouted profanities in front of faculty and students. As a result, Ms. March had begun to suspect that the instructor was not being reasonable. Ms. March normally tried not to be dictatorial. However, she felt that this instructor did not have the patience or the desire to work with students who have handicaps or learning disabilities. The more the director learned about the situation, the more she believed that the student should be able to take the final examination.

Discussion Questions

1. What is your opinion of Ms. March's directive to the business instructor to give the final examination to the student and to pass the student if the student had a passing average?

2. Is there other information Ms. March might have assembled before giving the directive to the instructor?

3. If you were Ms. March, how would you handle the situation?

Case Study 46

Touching All the Bases

Turnover of professional employees in Bartlett County is low, including Bartlett Community College. However, every so often the college needs to employ instructors and administrators. The college has an education committee composed of three members of the local college board. It is the board's philosophy that locally certified people should be given first preference in the screening process. The policy also supports the principle that the best qualified person should be selected.

Dr. Brenda Pascal has served as president of Bartlett Community College for the past ten years. During this time she has developed a reputation as an astute administrator who is persuasive. Brenda has developed a good working relationship with the college board and people in business and industry.

However, some of the new board members were beginning to question the function of the education committee. On occasion, Brenda would interview people and recommend them for employment without involving the education committee. It became known to the new board members that sometimes when she interviewed and recruited, she did not bother to "touch all bases" or she did not necessarily go with the local person. School board members wondered why Brenda did not adhere to institution policy and whether her practice was the most effective way of doing things.

Recently, Brenda hired a new carpentry instructor. She had examined the personnel files and selected three applicants. She then contacted applicants and interviewed each person. Although Brenda realized that she should have involved the education committee in the interview process, she felt that it was more expedient to go ahead because the carpentry class was without an instructor. Based on the available applicants, she hired the best person for the job.

On Monday morning Brenda received a memo from the board chair attached to the board meeting agenda. The board chair stated that the board supported the recommended candidate for the carpentry instructor position, but wondered whether better qualified people were available. The chair also mentioned that Brenda should be prepared to discuss the whole business of hiring faculty at Bartlett Community College when the board met on Friday.

Discussion Questions

1. Brenda was faced with the situation of having a class and no instructor. Was her action appropriate for the situation at hand?

2. Which of Brenda's hiring practices would be of concern to board members?

3. Brenda apparently had the confidence of the old board and was given a great deal of authority. Could this situation be a result of a complacent board or an authoritarian administrator?

4. If you were in Brenda's position, what hiring system would you use to avoid future problems with the board?

5. If you were the president of Bartlett Community College, how would you prepare for the board meeting?

Case Study 47

A Breach in Confidentiality

The first year Phil Morris served as director of Easton Technical College there was a severe budget crunch. In the past, the community had rejected a tax increase, but it was going to be on the ballot again in the Spring. Because of potential cuts in state expenditures, the state superintendent asked each technical college to prepare strategies for reducing expenditures. The cuts, he indicated, needed to be significant, and yet they were to have minimal effect on students.

After studying Easton's fiscal situation, Phil prepared a possible course of action. He then met with the state superintendent and discussed plans to cut the technical college's expenditures. He told the state superintendent that enrollment in the building maintenance program had deteriorated. Also, the instructor was no longer effective. In effect, the course was not paying for itself. Phil also said that there were several instructors in the automotive technology program, while enrollment only dictated one. Phil proposed cutting one of the automotive instructors and closing the building maintenance program at the end of the school year. The state superintendent agreed with Phil's plan, but stated the need to keep quiet about terminating contracts until they were certain that the instructors would not be rehired.

The state superintendent and Phil agreed that the two instructors involved needed to be informed of the situation. When Phil met with these two instructors, he did his best to explain the rationale for choosing their positions to cut if reducing expenditures was necessary. He assured them that he would try everything possible to keep their positions and that their conversation was to be kept completely confidential. He even asked them not to tell their spouses until after the next school board meeting. On Monday morning, another instructor came into Phil's office very upset that one of his colleague's position was going to be cut. Phil discovered later that day that the entire staff knew about the proposed cuts. Faculty morale plummeted, and Phil was visibly angered that the instructors did not respect his request of confidentiality.

Discussion Questions

1. Why did Phil tell the instructors that he was considering cutting their positions? If you were in his position, would you have done the same thing?
2. The possibility of cutting faculty positions seemed to have had a negative effect on faculty morale. What would you do to turn this situation around?
3. Was it realistic for Phil to expect the instructors to keep quiet about their plight? If you were Phil, how would you deal with this breach of confidence?
4. If you were in Phil's position and left with no choice but to cut faculty positions, how would you go about preparing for that eventuality?
5. What other strategies could Phil have employed that would have avoided faculty cuts during times of reduced budgets?

Group XII

Participating in Individual and Group Discussions

Case Study 48

Taking Charge and Remaining in Charge

Susan Tucker, the new head of curriculum and instruction at Northside Technical Center, had just been given her first major assignment: a curriculum revision project. Using adjunct faculty members, Northside provides instructional services to the local correctional centers. Since Northside's director was concerned about the quality of correctional center programs, he instructed Susan to develop strategies that would allow for the coordination of competencies across similar programs at the two institutions. He wanted her to make sure that program offerings at the correctional centers were not watered-down versions of those at the tech center.

At a day long combined working session for instructors from both the tech and correctional centers, Susan outlined strategies to be used in the coordination of program competencies. She informed everyone present that the session would be hands-on and specifically related to task accomplishment. Susan pointed out that consensus was essential to ensure that instructors at both the tech center and the correctional centers were teaching the same competencies and maintaining similar program standards.

Early in the working session, Susan mingled with the teaching staff and soon became aware that they had many concerns. She decided to invite general feedback from the participants, and, from the conversation that followed, realized she was in the middle of a very hostile environment. In particular, Mr. Cord, the apparent spokesperson for the adjuncts, commented, "The environment at this institution and the corrections environment are different, and though it is a noble idea to coordinate competencies, the education levels of inmates place restrictions on instructional outcomes." Much of the feedback from Mr. Cord and others reflected their feeling that they could not cope with the curriculum in a different setting. Susan dealt with this environment by remaining calm and sticking to the objective at hand. She did not back down on Northside Tech standards and said, "We are meeting to ensure that we will be teaching the same things and will not teach watered-down courses. We must maintain the mission and philosophy of Northside Tech." As she continued to speak, a confident Susan seemed to emerge. It became evident that some of the people in the meeting were impressed by her assertive and yet friendly manner. To others she came across as knowing what she was talking about. Ultimately, most of the instructors were pleased with the way Susan had taken command and with her quick thinking and ability to handle the situation.

Susan seemed prepared for Mr. Cord's attacks and did not appear ruffled by his attempts to disrupt the session. She continued to focus on the goal of the workshop. When asked if he felt that the disruptions could have broken up the meeting, one instructor commented to his colleague, "I don't think that could have happened after Susan took control where control needed to be taken, focused on our objectives, and gave the meeting some direction."

As the session ended, the instructors accomplished their tasks. A report was generated stating that the objectives had been met. Shortly afterward, the competencies were printed and circulated to everyone. The director of Northside was pleased with Susan's efforts and thanked her for a job well done.

Discussion Questions

1. How did Susan provide effective leadership to a group that included persons who were hostile to the meeting's objectives?
2. What strategy or strategies did Susan employ to keep the meeting focused and productive?
3. Why was it important for Susan to mingle with the teaching staff?
4. Why did Susan give Mr. Cord the opportunity to air his criticisms and concerns?
5. If you were given a similar task, what would you have done differently?

Case Study 49

Is It a Cultural or Communication Problem?

The African-American Student Alliance representatives of Harmony Community College met with Dr. Manuel Guerra, president of the college, for discussions concerning the hiring of a new dean of Liberal Arts and Science. Leaders of the alliance expressed to Dr. Guerra that African-Americans students thought the administration had slotted an individual in the vacant position without justification of choice. They told the president it was rumored that the person slotted for the position was Hispanic and the African-American student body was totally opposed to the idea of a prejudiced selection process. Discussion did not seem to alleviate the situation, perhaps because Dr. Guerra did not provide any explanation of the dean selection process.

About a week after the meeting, Harmony Community College hosted its annual public meeting where people from the community are honored. This meeting is usually well attended since it has become a very prestigious affair. There was a big break from tradition at this year's meeting; the somber atmosphere was broken by outbursts from alliance representatives as they systematically carried out their planned disruption of the meeting.

Some of the people in attendance felt the African-American students were out of order because this was not the time or place to talk about hiring a new dean. The students appeared to be disruptive, not contributing to the selection of a new dean. Although some of the people in the audience commented on the disruption, they appeared to be a bit restrained. Most people were not aware of all the events that took place between the president and the alliance representatives before the meeting, so they did not know how to handle the disruption. They did not know what side to take. Perhaps only the president and a few of his colleagues were aware of what was happening.

The disrupters had the floor for four to five minutes before Dr. Guerra was able to regain control of the meeting. At the time of the incident, the president was rather upset with the students. As he agonized through what seemed to be hours of chaos he kept thinking, "Why are they taking this course of action?" After the meeting ended, a few of Dr. Guerra's colleagues lingered in the hallway to talk about the chain of events. There were obviously mixed opinions for one of his colleagues who commented, "I could see on his face that he was distraught. Maybe he should have stopped the disruptions sooner and not allowed them to have gone on that long." Another colleague stated, "I believe Manuel smoothed over the situation and made it nice so that the African-American students and a number of others who were concerned about the hiring really could not get upset over the incident." Seeing his colleagues huddled in deep discussion, Dr. Guerra joined them. He was still visibly upset, and he used some rough language as he voiced his opinions about the incident to them.

Discussion Questions

1. In this case it can be seen that ethnic and cultural differences can have an impact on the hiring of new staff. What should the president have done to avoid conflict between cultures?

2. Is the conflict that developed in this case one of culture or communication? Would the leadership attributes needed to deal with this situation be different if Dr. Guerra were African American?

3. If you were with a student group discussing a topic of vital concern to them, what assurances would you give and what assurances would you have them give you?

4. If you were faced with a situation where a group was disrupting a public meeting, how would you handle it?

Case Study 50
Dealing with Diverse Priorities

Early last year the state board of education formed a statewide task force to determine competencies required for each of the courses offered in the state's technical education institutions. Task force members were selected from each of the twenty vocational districts throughout the state. Mr. Carlos Mendoza, an experienced administrator and director of Mesa Rosa Technical Center, would serve as task force chairperson.

Carlos was familiar with most of the task force members through past conference and workshop attendance. He was also aware that he was dealing with an elite group of professionals. Carlos knew that it would be a challenge making sure the task force kept focused on courses and competencies.

At the very first meeting, some task force members seemed to present their own agendas and pet subject areas. A few individuals immediately clustered in little groups and discussed what they thought the focus of the task force should be. In a particular discussion devoted to what the group was supposed to be doing, one member of the group asked "Why are we focusing on communication and reading when we really need to focus on technical competencies?" Carlos immediately decided a need existed to restate the task force's purpose and to clarify how this purpose would be accomplished.

Once again Carlos called the entire group together, sensing it was the appropriate time to restate why they were there. Carlos then invited comments and suggestions and provided the opportunity for them to present their ideas. Carlos pointed out that determining competencies required for each of the courses was not an insurmountable task. As he pointed out, "We are supposed to be concerned with the entire curriculum, not just one area." Carlos emphasized that as a group they needed to focus on the total set of offerings in the state's technical centers.

When the group met a second time, Carlos continued to coordinate the meeting's tempo. He stimulated task force members' thinking and energies without upsetting anyone. One member of the task force commented, "He makes people think they must work together instead of going it alone." The task force is now preparing for its third meeting. Carlos has organized subcommittees to utilize members' areas of expertise. He is also keeping the state board of education informed of the task force progress. The task force's job is not yet complete, but everyone is now committed to its purpose and is working to achieve a quality product.

Discussion Questions

1. What did Carlos do to facilitate information gathering and exchange? How did this help him in his role as task force chairperson?
2. Why is it important to listen to ideas presented by individuals even though some of the ideas may seem trivial and unrelated?
3. Carlos seemed to control the tempo and timing of the task force work. What leadership attributes did Carlos display as he chaired the task force?
4. Carlos kept his superiors informed. Of what value is this?

Case Study 51
When Advisors Provide Advice

Jeff Dixon, State Director of Vocational Education, maintains a committee composed of vocational superintendents to advise him on matters associated with vocational education management. Toward the end of the last fiscal year, Jeff and the committee members were discussing funding in an attempt to determine fair and equitable distribution of state funds to localities. However, what was discussed in this advisory session was not exactly an agenda item.

Apparently, the tax base formula under discussion did not seem to allow for equitable distribution of state monies to counties with small tax bases from which to generate funding. Mr. Goodson, a professed liberal, stated it was the duty of the state to provide equal educational opportunities for all of its citizens, and this could only be realized if funding allocations to poorer counties within the state were given proportionately less than wealthier counties. Mr. Goodson stated that Cobblestone County, of which he is superintendent, was indeed a poor district that comparatively speaking generated little tax revenue, and was faced with a desperate fiscal situation. He noted signs of increasing enrollment in vocational programs and the new programs and levels of funding being requested should share the same level of consideration as that given to the wealthy regions of the state which generate a great deal of tax revenue.

Dr. Oldstone, Superintendent for Fairwell County, listened perhaps more attentively to Mr. Goodson than any of the other advisory committee members. She was known to be a conservative person who had a tendency to become irate when she thought issues were not being presented in a professional manner. She seemed to listen to Mr. Goodson's argument for as long as she could before unleashing her attack. She told Mr. Goodson that he was "barking up the wrong tree." She made the point that Cobblestone County had itself decided to pay lower taxes and it was only fair that his patrons get what they were prepared to pay for. In her final comment, which was addressed directly to the state director, Dr. Oldstone said that the liberal minded Mr. Goodson wanted the new programs that were being developed. However, he and the taxpayers of Cobblestone County wanted someone else to pay for them. She said, "The counties that pay the most taxes deserve the most services."

After listening to comments and further deliberations by other members of the advisory committee, it was decided that the distribution of funds did not need to be equalized. The committee and the state director came to the conclusion that the funding was being fairly distributed. Dr. Oldstone was pleased with the meeting's outcome. After the meeting she commented to one of her colleagues, "I lost my temper. I let my emotions get the best of me because I believe so strongly that the American people must realize there are no free rides." Dr. Oldstone went on to say, "If I hadn't spoken out, it was possible that the liberal minded Mr. Goodson could have persuaded the committee and the director of the need to equalize the state's funding." Obviously, Mr. Goodson was disappointed with the meeting's outcome. He felt the facts were not examined and the state director allowed Dr. Oldstone to control the decision-making process.

Discussion Questions

1. Mr. Goodson posed an ethical question in terms of redistribution of state funds. Was this properly addressed by Jeff Dixon? What alternative did the state director have in this situation?

2. Dr. Oldstone seemed to attack Mr. Goodson after he made his remarks about funding for Cobblestone County. If you were leading the advisory committee discussion, how would you manage this situation?

3. What effect do you feel Dr. Oldstone's comments had on the decision-making process?

4. How would you refocus the advisory committee on a discussion about funding formulas after two different positions were taken by advisory committee members?

Appendix A

Leader Attributes

APPENDIX A
LEADER ATTRIBUTES[*]

1. *Energetic with stamina.* I approach my work with great energy and have the stamina to work long hours when necessary.

2. *Insightful.* I reflect on the relationships among events and grasp the meaning of complex issues quickly.

3. *Adaptable, open to change.* I encourage and accept suggestions and constructive criticism from my co-workers and am willing to consider modifying my plans.

4. *Visionary.* I look to the future and create new ways in which the organization can prosper.

5. *Tolerant of ambiguity and complexity.* I am comfortable handling vague and difficult situations where there is no simple answer or no prescribed method for proceeding.

6. *Achievement-oriented.* I am committed to achieving my goals and strive to keep improving performance.

7. *Accountable.* I hold myself answerable for my work and am willing to admit my mistakes.

8. *Assertive, initiating.* I readily express my opinion and introduce new ideas.

9. *Confident, accepting of self.* I feel secure about my abilities and recognize my shortcomings.

10. *Willing to accept responsibility.* I am willing to assume higher-level duties and functions within the organization.

11. *Persistent.* I continue to act on my beliefs despite unexpected difficulties and opposition.

12. *Enthusiastic, optimistic.* I think positively, approach new tasks with excitement, and view challenges as opportunities.

13. *Tolerant of frustration.* I am patient and remain calm even when things don't go as planned.

14. *Dependable, reliable.* I can be counted on to follow through to get the job done.

[*] From Moss, J., & Johansen, B.-C. (1991). *Conceptualizing leadership and leader attributes.* Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

15. *Courageous risk-taker.* I am willing to try out new ideas in spite of possible loss or failure.

16. *Emotionally balanced.* I have a sense of humor and even temperament even in stressful situations.

17. *Committed to the common good.* I work to benefit the entire organization, not just myself.

18. *Personal integrity.* I am honest and practice the values I espouse.

19. *Intelligent with practical judgment.* I learn quickly and know how and when to apply my knowledge.

20. *Ethical.* I act consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

21. *Communication (listening, oral, written).* I listen closely to people with whom I work and am able to organize and clearly present information both orally and in writing.

22. *Sensitivity, respect.* I genuinely care about others' feelings and show concern for people as individuals.

23. *Motivating others.* I create an environment where people want to do their best.

24. *Networking.* I develop cooperative relationships within and outside of the organization.

25. *Planning.* I work with others to develop tactics and strategies for achieving organizational objectives.

26. *Delegating.* I am comfortable assigning responsibility and authority.

27. *Organizing.* I establish effective and efficient procedures for getting work done in an orderly manner.

28. *Team building.* I facilitate the development of cohesiveness and cooperation among the people with whom I work.

29. *Coaching.* I help people with whom I work develop knowledge and skills for their work assignments.

30. *Conflict management.* I bring conflict into the open and use it to arrive at constructive solutions.

31. *Time management.* I schedule my own work activities, so deadlines are met and work goals are accomplished in a timely manner.

32. *Stress management.* I am able to deal with the tension of high pressure work situations.

33. *Appropriate use of leadership styles*. I use a variety of approaches to influence and lead others.

34. *Ideological beliefs are appropriate to the group*. I believe in and model the basic values of the organization.

35. *Decision making*. I make timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.

36. *Problem solving*. I effectively identify, analyze, and resolve difficulties and uncertainties at work.

37. *Information gathering and managing*. I am able to identify, collect, organize, and analyze the essential information needed by my organization.

Appendix B

Leadership Research Conducted by the National Center for Research in Vocational Education

APPENDIX B

LEADERSHIP RESEARCH CONDUCTED BY THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

In response to the need to expand conceptions of leadership beyond business, industry, and general education and into vocational education, the National Center for Research in Vocational Education (NCRVE), University of California at Berkeley, began in 1988 to conduct a series of leadership research activities. These activities have been coordinated by the Advanced Study Center for Leadership Development (ASCLD) at the University of Minnesota NCRVE office and conducted at Minnesota and other NCRVE offices. The activities may be grouped into four areas: (1) clarifying what leadership is, (2) identifying leader attributes, (3) developing a leadership assessment instrument, and (4) preparing leadership development resources. Each of these activities is described below.

Clarifying What Leadership Is

In terms of vocational education administration, the dynamic nature of leadership roles and functions has not been very clear. As Moss and Liang (1990) indicate, "it seems fair to say that, as yet, there is no consensus in the field on a specific definition of leadership, and explanatory model of leadership behavior, or the most useful means of measuring leadership effectiveness" (p. 1). In response to this concern, a NCRVE team at the University of Minnesota prepared both a definition and an explanatory model to serve as a framework for future discussion and research (p. 199). Their work was based on an examination of thousands of leadership-related studies and publications produced over the past forty years. Although space limitations do not permit detailed discussion of the definition and model, a brief description of each is provided below.

Leadership may be thought of as both a process and property. It is "the process of perceiving when change is needed and influencing the group by noncoercive means as persuasion and example in its efforts toward goal setting and goal achievement" (Moss & Liang, 1990, p. 6). The property of leadership is "ascribed to an individual by members of group when they perceive the individual to possess certain qualities or characteristics" (p. 6). Thus, when viewed as a property, leadership is in the eye of the beholder and only persons who are so perceived are leaders.

The leadership model serves to enhance and clarify the leadership definition by depicting relationships between the leader's and the group's behaviors. It is noted in the model that "leaders' specific behaviors are determined by their attributes—the characteristics, knowledge, and skills—interacting with their perception of group attributes (including culture), the particular tasks at hand, and the general context" (Moss & Liang, 1990, p. 9). Since it was presumed that certain attributes will increase the likelihood that desirable leadership behaviors will occur in a variety of situations, a literature-based list of thirty-five attributes was prepared to accompany the model.

Identifying Leader Attributes

Several studies have been conducted to verify the conceptual model of leadership and accompanying attributes. These studies are discussed below.

Moss and Liang (1990) Study

In order to begin to test the leadership conceptualization's utility, a study was conducted that focused on two questions: (1) What is the relationship between the leader attributes posited in the conceptualization and the leadership effectiveness of vocational administrators? and (2) What is the factor structure of leader attributes among vocational education administrators? The study population consisted of all full-time faculty employed in Minnesota's thirty-four postsecondary technical institutes (now technical colleges) as of September, 1989. A sample of fifteen teachers was drawn randomly from each Technical Institute, with proportional representation for males and females.

The research instrument used was the *Leadership Attributes Questionnaire* (LAQ), especially designed for the study. The teachers in the sample were directed by the LAQ to think about the one vocational administrator who they knew best—vocational director, assistant director, or adult evening director—and to rate that person on each of thirty-five leader attributes and on each of four criterion measures of leadership effectiveness, using a five-point itemized scale. The four criterion measures of leadership effectiveness in the LAQ were the same as the four broad tasks of a leader: (1) inspire a shared vision, (2) foster collaboration and ownership and recognize individual and team contributions, (3) exercise power effectively and enable others to act, and (4) act on the environment to set the right context for the organization.

Results revealed that all thirty-five of the attributes are strongly related to perceived leadership effectiveness, and that the following six attributes are particularly useful in predicting perceived effectiveness: (1) motivating others; (2) team building; (3) adaptable, open, flexible; (4) gathering and managing information; (5) willing to accept responsibility; and (6) insightful. Also, leader attributes can be clustered into the three main groups of (1) social skills and characteristics, (2) personal characteristics, and (3) management skills. Further, there is some evidence that these main groups can be subdivided into the following factors: organizational, cognitive, visionary, action-oriented, energetic, ethical, interpersonal, and intellectual.

Finch, Gregson, and Faulkner (1991) Study

This study explored the extent to which leader attributes could be identified within vocational education institution and group contexts. Essentially, the research sought to determine what leadership attributes (as demonstrated by behaviors) were reflective of successful vocational administrators in their work roles. In doing so, it gave consideration to the contexts within which these behaviors were demonstrated and the groups and individuals (followers and others) that interacted with these administrators.

A sample of seven states was selected which had well-developed systems of secondary and/or postsecondary vocational education. Through the use of semistructured interviews, state administrative officers and their staff members responsible for vocational education were asked to nominate administrators in their states who were most successful as leaders in vocational education. Nominated administrators (n = 39) were interviewed to confirm views expressed by state-level personnel and to obtain enriched descriptions of their roles. Instructors (n = 78) who worked with these administrators were interviewed to obtain subordinates' perspectives on administrative leadership. The interview process was patterned after the Behavioral Event Interview, which is based on John Flanagan's Critical Incident Technique. Behavioral event write-ups, which were prepared from interview transcripts, were examined using procedures designed for analysis of text-based qualitative data. The analysis was used to identify patterns and themes that were imbedded in the data.

It was found that leadership behaviors identified through the interviews comprised a significant part of the successful administrator's role in the vocational education enterprise. The behaviors identified tended to support the validity of the conceptual structure for leadership and a list of leader attributes mentioned earlier (Moss & Liang, 1990).

Finch, Gregson, and Faulkner (1990) Study

Of the attributes examined during the Finch, Gregson, and Faulkner (1991) field study, communication appeared to be a most likely candidate for further examination. Behaviors related to this attribute occurred in sixty-two percent of the events and an initial analysis had revealed that successful administrators' communication skills extended well beyond what was minimally required. This was confirmed via statements made by instructors as well as administrators. It was also noted that, in a number of cases, communication behaviors overlapped with other leadership behaviors. These factors led to an in-depth study of communication's role in administrative leadership.

One hundred sixty-eight events that included communication were examined using a communication coding scheme. Information was drawn primarily from behavior event write-ups; however, transcripts of conversations with administrators and instructors were examined as necessary when clarification was needed.

From this analysis, several patterns and themes related to communication emerged. First, successful administrators did not always rely on a single form of communication. Often, several forms of communication were skillfully woven together to accomplish important administrative objectives. Second, the administrators demonstrated listening skills. Third, communication was used in a wide range of contexts such as small and large group meetings, proposal preparation, development plans, and one-on-one sessions. Finally, successful administrators integrated communication with a wide variety of leadership attributes. Communication skills supported and enhanced administrator involvement in such areas as decision making; tact, sensitivity, respect; information gathering; and group process and team building.

Moss, Finch, and Johansen (1991) Study

A study was conducted by Moss, Finch, and Johansen (1991) to determine the kinds of criteria vocational instructors actually use when they judge the leadership effectiveness of administrators. Based upon a review of the literature and the investigators' philosophic views, a system for classifying leadership effectiveness was designed. The three major divisions of the classification system are based upon three types of outcomes of consequences: (1) extent to which the leader's behavior is perceived to improve the quality of the group process; (2) extent to which the leader's behavior is perceived to have had a personal impact upon followers/subordinators; and (3) extent to which the leader's behavior is perceived to have helped the organization (school) perform its tasks successfully and attain its goals. Each of the three types of outcomes were divided into categories of criteria, and then samples of specific criteria were created to illustrate each category.

Portions of the database accumulated by Finch, Gregson, and Faulkner (1991) were reanalyzed. One hundred and fifty-four behavioral events in the database describing situations in which instructors felt their vocational administrators had demonstrated particularly effective leadership performance were analyzed to identify the criteria teachers had used (implicitly) in selecting and describing the exemplary leadership behaviors.

Results revealed that criteria used most frequently by instructors to identify effective leadership were those which "satisfy the instructors job-related needs." The next four most frequently used categories of criteria were all "group process" outcomes. "Inspire a vision" was the only group process outcome that is apparently not used frequently by instructors.

Finch and Faulkner (1991) Study

One study in this series focused on economic development-related programs that have been initiated by postsecondary occupational education administrators and examined the leadership roles these persons played in program establishment. Drawing from the Finch, Gregson, and Faulkner (1991) study information base, cases were prepared that described how successful administrators used their leadership skills to respond to the need for improved workforce development. Cases focused on three areas: (1) productivity training, (2) customized training, and (3) technology transfer. It was noted that administrators utilized a wide range of leadership skills as they initiated economic development-related programs. Areas of expertise that related to the economic development process included vision, insight, planning, and communication.

Developing A Leadership Attribute Assessment Instrument

Researchers at NCRVE's University of Minnesota site have developed a Leader Attribute Inventory (LAI) consisting of thirty-seven attribute items (expanded to thirty-seven attributes from the original thirty-five). Three forms of the LAI are available: (1) an other-rating form to assess an individual's perception of the extent to which she or he believes some other individual possesses each of the leader attributes; (2) a self-rating form to assess an individual's perception of the extent to which she or he currently possesses each of the attributes; and (3) a retrospective self-rating form to assess an individual's perception of the extent to which she or he possessed each of the attributes at some previous point in time. A seven-point rating scale, ranging from forty to one hundred percent in ten percent intervals, is provided for each attribute to indicate the percent of time the attribute accurately describes the subject of the inventory. Reliability, validity, and utility of the LAI are detailed in a comprehensive NCRVE report (Moss & Johansen, 1991) and a journal article (Moss, Johansen, & Preskill, 1991).

Preparing Leadership Development Resources

Leadership field study activities at NCRVE's Virginia Tech site have verified a set of leadership attributes associated with successful vocational education administrators (Finch, Gregson, & Faulkner, 1991) that provide a sound content base for leadership development resources. Additionally, examination of resources that are currently available pointed to a need for (1) interactive simulations that allow participants to utilize various leadership attributes in dynamic vocational education environments, and (2) case studies and incidents drawn from actual vocational education situations that allow participants to explore alternative actions and solutions (Finch, Gregson, & Reneau, 1992).

Drawing from research results and formats of exemplary materials from other fields, project staff have developed two resources: (1) a set of fifty-one case studies and (2) an organizational simulation that may be used to develop problem-solving and decision-making skills. Interviews with vocational education professionals and documentation of dynamics in vocational education institutions were used as an additional information base for resource content and delivery. The resources have been field tested in vocational education leadership development settings. Information about resource quality and utility were gathered from participants in and persons who conduct the leadership development activities. Based on feedback from users, the resources were revised to ensure that they were compatible with current needs in the field and were suitable for use in applied settings. Resources will be available to the general public for use in leadership development courses, seminars, and workshops (this document; Finch, 1992).

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